DOCUMENT RESUME

ED 164 018 JC 790 011

AUTHOR	Coward, Tamara B., Ed.; And Others
TITLE	Professional Development in Higher Education.
INSTITUTION	Advanced Institutional Development Program Two-Year College Consortium.; Central YMCA Community Coll., Chicago, Ill.; McManis Associates, Inc., Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	92p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Community Colleges; *Faculty Development; *Junior Colleges; Needs Assessment; Performance Contracts; Personnel Evaluation; *Professional Continuing Education; *Program Development; Program Evaluation; Program Planning; *School Personnel; *Staff Improvement; Workshops

ABSTRACT

The need for and importance of professional development at the community college level are explored. The initial chapter presents an overview of the topic and discusses the relationship between professional development; a planning, management, and evaluation system; and Advanced Institutional Development Program grants. The essential elements of a staff development program are identified and needs assessment survey forms for administrators, faculty, and classified personnel are presented. The second chapter reviews the development and implementation of the classified staff development program at Seattle Community College in a question-answer format. The rationale for, and the objectives, principles, implementation, and application of faculty growth contracts are considered in Chapter 3, which also provides an illustrative example. Chapter 4 considers evaluation as a staff development tool, presents a human development model, and looks at evaluation processes and outcomes. Chapter 5 presents tips on the planning, implementation, and evaluation of two- or three-day inservice workshops; sample checklists and evaluation forms are included. Appendices to the document contain a classified staff career ladder used for the Seattle Community College District, a bibliography on program development, a foundation directory, and a list of potential sources for professional development activities. (MB)

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Professional Development in Higher Education

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PROFESSIONAL DEVELOPMENT
IN HIGHER EDUCATION

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FOREWORD

As institutions of higher education grow more complex and more difficult to manage, administrators are becoming increasingly aware of the need to create a more systematic approach to management.

As the student profile changes from the "traditional" to the "nontraditional," faculty are becoming aware of the need to revise instructional methods and curricula.

This awareness has often translated into individual professional development plans: advanced graduate training, attendance at workshops, conferences, and seminars and/or a planned reading program on topics of special interest. More and more, as institutions of higher education attempt to catch up with the 20th century, on-campus professional development programs are being created to provide opportunities for administrators, faculty, and in some cases, clerical and custodial staffs to upgrade and update their knowledge and skills.

The impetus for this publication was an Advanced Institutional Development Program (AIDP) Two-Year College Consortium workshop held April 20-21, 1978 in Seattle, Washington. The monograph is a synthesis of several presentations made at the workshop and two related papers that are reprinted with the permission of the authors.

We acknowledge the efforts of the staff of the Publishing Department, McManis Associates, Inc. in general and in particular, those of Mr. Julian I. Graubart in the editing, printing and publishing of this monograph for dissemination.

Tamara B. Coward
Contributing Editor
May 1978

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I. PROFESSIONAL DEVELOPMENT
THE NEED AND THE IMPORTANCE

L. James Harvey, Ph.D.

INTRODUCTION

Talking about the need for professional development to a group of workshop attendees is like talking to people in church on the importance of attending church. The people who are in church are usually the ones who do not need to hear the sermon. Although you may be more aware of the need for professional development than most, selling the idea to a foundation or a board of trustees requires a strong argument on its importance and the need to give it high priority in your institution.

I would like to distinguish between two terms that are often used interchangeably when development is discussed. One is "organizational development," the other "professional development." Organization development (OD) involves a review of the institution as an organism. It focuses on the college as a "gestalt" to determine how well it is operating and functioning. Professional development tends to focus more on individuals.

In the process of reviewing the institution, OD specialists look closely at the communications processes in the institution to see how well they are functioning. They look at the organizational structure to see if it is functionally related and to see how responsibilities are parcelled out. And they look at the reward and punishment systems that are at work in the organization. You might not like that terminology, but there are reward and punishment systems in every organization in one way or another. The evaluation system is reviewed to see how the institution or the organism is evaluating itself and its personnel. The OD specialist conducts a kind of general physical, an overall study to see how well the institution is working.

Out of an organizational development study frequently come a number of recommendations that relate to professional development. When we discuss professional development, keep in mind that we are talking about individuals and groups of professionals and their individual growth. In my judgement, these two have to be related. Professional development has to be related to institutional goals and objectives on the one hand and to effective organizational functioning on the other. It also relates to individual and personal needs. (For individuals, it may go beyond the institution. I will come back to that point later.)

THE NEED FOR PROFESSIONAL DEVELOPMENT

Why do we need professional development? There are many reasons. One of the most important is the rapid change we are facing. I assume most of you have read Toffler's "Future Shock" or other books on change and how rapid change is coming and is, in effect, accelerating. We have to keep people in touch with the latest developments just to stay up-to-date. We can no longer rely on some of our most traditional forms of professional development. Graduate programs and courses are no longer as appropriate for professional development as they once were. Sabbaticals are almost passe in terms of professional development. They can still be used and they still have some other purposes, but most professionals cannot wait seven years to get caught up in their field any more.

Professional development is probably the most effective instrument for staying relevant. We can become outdated very quickly. The Carnegie Commission on Higher Education recently said that our general education programs are general disaster areas. You may not agree; but this is simply an outside group of experts looking at what we have been doing and saying it is outdated, it is no longer relevant. If we want to avoid this kind of criticism and these kinds of problems, more than ever we have to keep up-to-date. New instructional technologies are developing; they are coming fast. It is a bit like the computer world. The technology is running so far ahead of the people that it is scary in some cases. I am not saying that we have to change everything overnight or that we have to be hardware based in everything we do. I am just saying that technology is developing so fast that for us to simply look at the options and select the best ones for education, we have to update ourselves a lot more. Terry O'Banion took a look at education in the 80's in a book entitled ***Teachers for Tomorrow*** in which he described the characteristics of an effective teacher in the next decade. He said what we need in a teacher is a humanist and a person who has the ability to teach. This is something I believe people can learn, even if it is something that a lot of faculty members in the past have placed on a low level of priority.

We have two myths that affect us deeply in higher education, one applying to administrators, the other to teachers.

The myth about teachers is that we have tended to believe that anyone with a good grasp of subject matter could teach; anyone smart enough to know the subject matter can go in and "tell" it. We know, as educators, that that is not true. Some of the brightest people in the university cannot teach at all; they just cannot get their points across. So educators must learn how to teach. (I do not believe community colleges are as guilty as the universities are.) Much of our professional development activity ought to be focused on that.

The myth applied to administrators is that we have always believed that anyone smart enough to get a graduate degree also has the knowledge and skill necessary to be an effective administrator. That is a false assumption, a myth which, along with the previous one, creates a great need for professional development activity for both faculty members and administrators.

We have an awful lot of people who come into administration without the preparation needed to be administrators or managers. There is a great need to equip administrators with the requisite knowledge and skills. (Incidentally, much of the information that they need to know has only been developed in recent years. Management was not even a science until the 40's. You could put all the books on management on one shelf before that time; now you fill a shelf a week. More people are doing more research and studies, focusing on management subjects. The whole area of behavioral science, a relatively new science, has made great contributions to the body of knowledge since the 40's: how we understand human beings, how they function, how we can work better with each other.)

To become an effective teacher, O'Banion says, one must have a knowledge of both the community college and the community college student. We have many faculty members who still do not fully understand what a comprehensive community college is. Because of the job market in recent years, community colleges have tended to bring in people with Ph.D.'s more than before, some of whom could not get teaching jobs in universities as they really desired. They are the very people who may not be unreservedly sympathetic to the community college as an institution and to the community college student. A deep commitment to teaching translates into the need for us to communicate to them what the community college is and what the community college student is. For example, characteristics of the community college student, as studies have indicated, differ from the senior institution student. Any college that has not had a workshop on the community college student should seriously consider one. You could add to that the need to understand the community itself, particularly if you are bringing in people who have not lived in the area of the institution. Every institution should have a profile of its community and track it longitudinally to follow changes.

O'Banion also says community college faculty members need to evaluate. They need to evaluate their course, themselves, and their students more effectively. The effective instructor knows teaching techniques and alternatives. This is one of the major areas for professional development. What are the alternatives for teaching? Many people would tell you today that the teacher is no longer primarily a conveyer of facts and information but a manager of learning experiences. Some faculty members would not like to have themselves called managers, but as Marshall McLuhann said a decade ago, "For the first time in history students are learning more outside the classroom than they are in." Through the bombardment of the media and innumerable other stimuli, they are learning more outside. It is becoming essential for faculty members to harness, if you will, all the learning experiences that students have access to outside the classroom (as well as inside) and target them effectively on the objectives that you are trying to accomplish.

I wonder how many colleges across the country have used the television showing of "Holocaust," for example, as a learning device. This is a tremendous learning device, fascinating. It will not fit into every class, every subject area, but it is a dynamic teaching device in the behavioral sciences and history. It was unplanned, something that most people probably did not know about until the television promotion started, yet it could play a very dramatic part in learning experiences if faculty members were flexible and free enough to use and adapt it to their needs.

O'Banion says the last qualification of an effective teacher is being well-versed in his or her subject matter. We have always accepted this as a truism. This ties closely into professional development because in many areas subject matter is rapidly changing.

Take the case of modern math. When I was teaching, anyone could be a mathematician because the curriculum never changed. Once learned they never had to worry about something becoming out-dated. Then, all of a sudden modern math was introduced. People said, "There's a new way to teach math, a better way to teach math." Everybody started rushing into the new approach. "Sets" and "regrouping," for example, became part of our terminology. Now I hear they are saying, "No, that's not the best way; we've found out that doesn't work so well. Maybe a combination of modern math and the old way will get the best results." In short, even in a subject area like mathematics things have changed rapidly in recent years, particularly in teaching methods. Change is coming rapidly. We have to stay current or run the risk of becoming a Penn Central. (Many people are using that horrible analogy about education.)

Business and industry already spend more on staff development projects than we spend on higher education in this country in one year. In a recession year IBM spent $1.3 billion on people development projects. Not all of this was on education; some of it was pointed at recreation and leisure. But it was done for a purpose. Businessmen do not spend that kind of money unless there will be some kind of payoff. Tax write-offs are one advantage. But if they did not spend the money, they could pay taxes and still make greater profits. They are still investing money in people and they are doing a tremendous amount of educating. If we in higher education do not do the job that has to be done, someone else will and they will probably make a profit from it. Some of the profit-making proprietary institutions are making a lot of money in higher education. Perhaps we do not agree with some of the things they are doing; but there are an awful lot of people in private enterprise who are looking for ways of doing more in higher education than what we are doing. Hence, we should apply some pressure on ourselves to stay up-to-date and to continue to move forward. One of the arguments that you can present to faculty members that some will understand and accept is that if they want to stay relevant, if they want students to continue to enroll, if they want to preserve self and jobs, it behooves us to stay abreast of new development, new ideas, new trends.

Another reason for professional development is pressure for accountability that is coming from state legislatures and critics of higher education. You probably dislike the work "accountability" by now; you have heard it so often. Yet, the concept is a sound one and one which we, as professionals, ought to accept.

Most of the accountability efforts have been in the area of efficiency, not effectiveness. Most of the work has been done in terms of cost-effectiveness. There is a distinction between those terms. "Efficiency" relates to the use of resources – money, people. "Effectiveness" deals with the quality of what you are doing. You can be terribly efficient at doing something that is horribly ineffective. What we want to do is be very efficient at doing something very effective. Many people are saying, nonetheless, "Yes, you're being efficient now, but you're still doing things that are ineffective." We *are* more efficient, and we really need to combine the two if we are going to meet the challenge of the critics. Since some of the critics hold the purse strings, it would do well to

be cognizant of the fact that they are asking questions. A great many of our troubles, on the state level particularly, exist because we have not answered those questions – at least to the satisfaction of those who hold political power. Thus, the pressures for accountability is another argument for use to be in the most competitive position possible, particularly in the community college.

Inflation is another factor that is putting stress on us and causing us to do things differently. Inflation is not going to stop. It is eating away at our essential resources and making our job tougher. The consumer movement among students and the legal cases that are developing are things we should keep our eye on. These are not major factors, but perhaps you have read about students suing colleges for not delivering what is in the catalog, for not giving them what they had contracted for. You can expect more of this. If we do not deal with inefficient and ineffective administrators and faculty members, we may find ourselves in court with students who want to do something about it. We have ample concepts – like colleges without walls. New instructional technology is being used in various ways. It probably says more to administrative professional development than most of the others. If your district is considering a college without walls, the logistics and administrative problems will drive you up six or seven walls.

The summary of an assessment of staff development needs published in the November 1976 edition of the ***Community and Junior College Journal*** indicates that there is still a lack of understanding of the community college's unique role on the part of its staff members. (It was estimated that at least 25 percent still do not understand the unique role and concept of the community college.) Much still needs to be done in the junior colleges if we are going to claim to be the cutting edge in new instructional technology. The study found that most community college education is still very traditional. Traditional teaching methods is one area on which we really need to focus attention in order to be up-to-date with new instruction technologies.

Most of the new aspects of instructional technology across the country happen in community colleges. A few have done outstanding jobs and others have copied some of these projects. Yet, according to the above study, we are still basically teaching in a traditional manner. The study also indicated that administrators desire to improve their knowledge and skills to meet the future challenges of the 70's and 80's. If this is true, there should be an already existing administrative need for professional development. It seems clear that there ought to be a natural inclination on the part of professional persons to grow. Perhaps there are some who just do not want to expend the time and effort required; but if a person sees himself as a professional, it should follow that he wants to become a better person, a better professional. There should be a self-generated, natural motivation to learn more. In my experience in colleges and universities I have found that that is particularly true of the more competent professionals. They do want to grow. But, professional development requires extra time, it means extra involvement and, for that reason, many avoid it.

Because most administrators have come from the college classroom, there is a tendency to keep one foot back in the classroom. Many institutions allow them to retain tenure as faculty members. Because there have always been people returning from the classroom to administration, many administrators still perceive themselves principally as teachers.

An administrator is certainly involved in the teaching process; you cannot avoid teaching in administration, nor should you. But, the people who claim that the only way you can be an effective administrator is to continue to teach are wrong. Management and administration is changing too fast today; you must be a specialist in it. You have to empathize with teachers, you have to understand what the teaching/learning process is. Too many institutions still accept the old myth that if you can teach, you can be an administrator; if you are smart enough to get that graduate degree, you are smart enough to be a good administrator. That is wrong. Some terribly effective teachers have come into administration and done some ***horrible*** things to the institution. One of the by-products of a good college professional development program is that administrators begin to see themselves involved in a common endeavor, sometimes for the first time. Going off on a retreat, sitting together and working together on management problems – administrators and managers can then begin to perceive their particular role in the institution. That can be dangerous if it goes too far, because there is always a division between administrators and faculty. Sometimes it is an adversary relationship which is detrimental to the functioning of an institution. Still, administrators do have unique roles and functions. There is a body of knowledge that can help them make professional advances with which they ought to be thoroughly familiar.

THE RELATIONSHIP BETWEEN PROFESSIONAL DEVELOPMENT, PME, AND AIDP

The planning, management, and evaluation (PME) system that the Office of Education requires of an institution if it is to have AIDP (Advanced Institutional Development Development Program) funds is a system based on management by objectives (MBO) principles. It does not have to be an MBO system, but the whole reporting framework used in AIDP is based on MBO principles and MBO concepts. In fact, it is a highly structured system.

Any time you make a major impact on an institution, as AIDP is intended to make, all kinds of needs surface. The AIDP program in and of itself is a major factor in identifying professional development needs. Helping faculty understand what AIDP means is itself a major task. Many institutions that have had AIDP for a couple of years still have many faculty members who either do not understand or do not want to understand what it is all about. Any time you impose a new structure on an administration (and that is what you do when you have a coordinator and people working in AIDP) you have problems that you have to deal with in terms of their understanding the concept – what it is and how it is going to function. Additionally, AIDP is obviously causing institutions to move forward in new areas: curriculum development, student personnel services, development programs, etc. All of these call for professional development opportunities and needs, both with the staff that is directly involved in these programs and the rest of the institution, to understand, cooperate with, and support what is happening.

In a classical management by objectives system you have objectives for administrators keying off institutional objectives and programmatic objectives. You may not be running those objectives in these categories; but, in the classical MBO format there are

really three or four categories in which administrators write objectives. The first category is ***routine***: those are the objectives that grow out of the position description, the things that are done year after year, probably amounting to about 80 percent of what a person does in the course of a year. The second category is ***developmental***: sometimes that is broken down into problem solving objectives and innovative objectives. In these two areas you usually have the person write one or two objectives and then relate the objectives to solving a major problem in their area and to doing one or two new things the next year that will improve the area. The third category is the one that relates directly to professional development: individual growth and professional growth objectives usually come out of the previous year's evaluation.

In the classical mode you set objectives at the beginning of the year and review them with your supervisor quarterly. At the end of the year you have an evaluation and then you cycle new objectives for the next year. The professional growth objectives usually come out of the evaluation of the previous year plus particular individual career and professional advancement objectives a person has that may not be directly related to the institutional objectives. If you are cycled into a full-blown MBO system of some kind, it is pretty hard to argue with the fact that it is a good practice for individuals to set some clear-cut objectives for what they are going to accomplish. One of those objectives ought to be professional growth.

By objectives I mean something that is quantifiable and measurable and something that can be attained; something that is reasonable and relates to what the institution is trying to accomplish. You can get some tremendous forward movement. Jerry McManis, president of McManis Associates, Inc., uses the illustration of applying power to a machine. The implication is that until you get down to specific objectives for individual administrators you really have not applied power to the machine. You may have a lot of gears, but you also have a lot of slippage. But, when the power is applied, the wheels start moving around and things start happening. Here is where the professional growth objectives begin to develop this kind of a system. It is a tremendous vehicle for getting everyone in the institution to commit themselves to growing, learning new skills, gaining knowledge, modifying the attitudes perhaps, etc.

Peter Drucker, probably the best known management consultant in the country, says in his latest book, ***People and Performance: The Best of Peter Drucker***, that there are five functions of an administrator:

1. Setting objectives -- in terms of specific things that have to be done, in quantifiable terms;

2. Organizing to accomplish the objectives;

3. Evaluating the accomplishment -- in effect evaluating how well they accomplished objectives or plans;

4. Motivating and communicating effectively; and

5. Developing people -- minimizing their weaknesses and maximizing their strengths.

Some studies show that 70 percent of what an administrator does relates to communication. Forty-five percent of communication is listening, which administrators often do not do at all and frequently not very effectively when they do do it. Effective administrators have a talk-listen ratio of three to one. A good administrator ought to listen far more than talk; frequently this is reversed.

Central to being a good administrator is knowing what questions to ask and then processing the information. Information processing is probably the most critical single factor in being a successful administrator. You have to know where to get information, how to get it, how to process it, and what it means. Then you just go out and plant some seeds and water them. As one president said to me, "The greatest thing in the world is for me to sow some seeds and have somebody come into an administrative meeting and make a suggestion that I want somebody to make." He continued, "My tactic then is to disagree with him, and have them push me until I'm forced to accept it." That is the height.

Developing professionals is more important than it has ever been. Twenty years ago it was not a major factor. Planning, organizing, directing, controlling, and evaluating were then the functions of an administrator.

The evaluation system ought to provide some targets for professional development needs. A suggestion: set up a professional development committee of some kind to at least study needs and to structure the program. Needs assessment can grow out of an organizational development study, or you can use instrumentation (see ***Exhibits A, B and C***).

The need for professional development ought to come from several points: evaluating and determining weaknesses; individuals' professional needs and career ladders (where they want to go professionally and how they want to develop); analysis of organizational need in terms of its strengths and weaknesses; and institutional objectives. (Where are we going as an institution and what do we need to get there?) For example, if your institution is not committing itself to innovation in academic programs then there is a tremendous task to undertake. Professional development should be one of the vehicles to get you there. If you are going to implement new management systems, automatically you have got a whole array of things to be done. If you are going to move from being a junior college to a comprehensive community college and serve your community in a different way, a whole lot of different things have to be done. Based on what your institutional objectives are, you ought to be able to evolve some of the needs and requirements for a professional development program. By analyzing your faculty (where do they come from, what are their backgrounds, what are their experiences) and administrators – you can go through resumes and experiential materials – you can make some good judgements about what your needs might be.

What are the newest things that are developing? Every year your institution ought to have one workshop (of at least a half day) when a legal mind comes in on the most recent legal cases impacting on your work. Cases are changing all the time. Every Supreme Court decision or a review of a court decision related to education impacts in some way on your institution. Faculty members ought to have every year at least one session on new developments and research in educational psychology and learning theory. Material is pouring out now on what is new in these subject areas, but many faculty members have never had a course in these areas or been up-dated.

EVERYBODY'S COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT PROGRAM
NEEDS ASSESSMENT
(For Administrators)

Everybody's Community College is planning a Professional Development Program for the benefit of you and your colleagues. This questionnaire is a part of the planning process for this program. Your ideas will help to determine the shape and content. Your responses will be used by the planning team to determine the program content and other details, and will be carefully considered and the program designed for the 1978 year.

Below are a series of possible topics for workshops or seminars. Please indicate which topics you feel are of greatest need to you personally (Column I) and those you feel are of greatest need for your colleagues (Column II). Please place a number after each topic in each column based on the following scale:

1	2	3	4	5
VERY HIGH NEED	HIGH NEED	AVERAGE NEED	LOW NEED	NO NEED

	COLUMN I (Self)	COLUMN II (Colleagues)
1. The role of an administrator (clarification and discussion of the skills, principles and role of an administrator)	____	____
2. Communication in administration	____	____
3 The principles and practices of human relations in administration	____	____
4. Delegating authority (how to do it effectively)	____	____
5. Personnel selection (how to find and select good employees)	____	____
6. The law in higher education (recent trends in court cases and principles of law which administrators should know)	____	____
7. Coaching and developing subordinates	____	____
8. Working effectively with your secretary	____	____
9. Management by Objectives (basic principles and applications)	____	____
10. Planning-Programming-Budgeting System (principles and practices)	____	____
11. Systems management techniques (an overview of systems management: PPBS, MBO, MIS, PERT, CPM)	____	____

		COLUMN I (Self)	COLUMN II (Colleagues)
12.	Management and Collective Bargaining in the Community College	____	____
13.	Motivation	____	____
14.	Effective Supervision	____	____
15.	Transactional Analysis and Management (I'm O.K. – You're nuts theory)	____	____
16.	Managerial styles (a focus on understanding various administrative styles and self-understanding)	____	____
17.	The creative organization (understanding the principles and practices followed by creative organizations)	____	____
18.	The effective use of time	____	____
19.	The comprehensive community college (its mission and purpose)	____	____
20.	Everybody's Community College (an overview of the administrative philosophy, organization, mission, goals, objectives and program)	____	____
21.	New educational techniques and practices	____	____
22.	Data processing in higher education (an overview of its uses and potential)	____	____
23.	Interviewing skills	____	____
24.	Executive stress (how to recognize and handle it)	____	____
25.	Problem solving and decision making	____	____
26.	The Affirmative Action Program at Everybody's Community College	____	____
27.	Fiscal management in higher education (basic principles)	____	____
28.	Team building (how to build and be part of an administrative team)	____	____
29.	Ethics in administration	____	____
30.	Zero based Budgeting	____	____
31.	Effective employee evaluation	____	____

	COLUMN I (Self)	COLUMN II (Colleagues)
32.	____	____
33.	____	____
34.	____	____
35.	____	____
36. For the majority of topics listed, which would you prefer (please check)?	____	____

Please list any additional topics you feel you would like to have in the program:

_____ Full-day sessions off-campus _____ Half-day sessions off-campus

_____ Full-day sessions on-campus _____ Half-day sessions on-campus

_____ Weekend retreat

37. Which days are best for you for such sessions?

_____ Monday _____ Thursday _____ Any week day

_____ Tuesday _____ Friday

_____ Wednesday _____ Saturday

38. How often would you like to see seminars or workshops held?

_____ Once a month _____ Once every two months

_____ Twice a month _____ Once every three months

39. Please check the appropriate boxes below that apply to you:

a. ☐ I am a Dean or Vice President.

b. ☐ I am a Director.

c. ☐ I am an Administrator other than a. or b. above.

d. ☐ This is my first year at the college.

e. ☐ I have been here 1-5 years.

f. ☐ I have been here over 5 years.

g. ☐ I have been in a P.D. program before which has covered one or more topics listed on this questionnaire.

h. ☐ I have not been part of a P.D. program before.

40. Please add any additional comments you may have regarding the planning and carrying out of this program. Thank you for your help.

EVERYBODY'S COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT PROGRAM
NEEDS ASSESSMENT

(For Faculty Members)

Everybody's Community College is planning a Professional Development Program for the benefit of you and your colleagues. This questionnaire is a part of the planning process for this program. Your ideas will help to determine the shape and content. Your responses will be used by the planning team to determine the program content and other details, and will be carefully considered and the program designed for the 1978 year.

Below are a series of possible topics for workshops or seminars. Please indicate which topics you feel are of greatest need to you personally (Column I) and those you feel are of greatest need for your colleagues (Column II). Please place a number after each topic in each column based on the following scale:

1	2	3	4	5
VERY HIGH NEED	HIGH NEED	AVERAGE NEED	LOW NEED	NO NEED

	COLUMN I (Self)	COLUMN II (Colleagues)
1. The role of a faculty member in academic governance (clarification and discussion of the role of faculty members in governing an institution of higher education)	____	____
2. Communication in the administration of academic committees	____	____
3. The principles and practices of human relations in academic administration	____	____
4. Delegating authority for instructional programs (how to do it effectively)	____	____
5. Recruitment of faculty members (how to find and select good instructors)	____	____
6. The law in higher education (recent trends in court cases and principles of law which faculty members should know)	____	____
7. Coaching and developing new faculty members	____	____
8. Academic productivity (its uses and limitations)	____	____

		COLUMN I (Self)	COLUMN II (Colleagues)
9.	The applicability of systems management techniques to academic administration (an overview of systems management: MBO, MIS, PPBS, and ZBB)	____	____
10.	The development of academic programs (discussion of what internal and external factors should be considered in the development of new academic program offerings)	____	____
11.	The faculty and collective bargining in the community college	____	____
12.	Motivation	____	____
13.	Effective supervision of classroom instruction	____	____
14.	Managerial styles (a focus on understanding various administrative styles and self-understanding)	____	____
15.	Types of organizations for faculty representation (an overview of the types of organizations formed to permit faculty involvement in decision-making)	____	____
16.	The effective use of time	____	____
17.	The comprehensive community college (its mission and purpose)	____	____
18.	Everybody's Community College (an overview of the administrative philosophy, organization, mission, goals, objectives and program)	____	____
19.	New educational techniques and practices	____	____
20.	Computer usage by the faculty members (an overview of its uses and potential in instruction, grading, etc.)	____	____
21.	Faculty standards for student achievement	____	____
22.	The Affirmative Action Program at Everybody's Community College	____	____
23.	Educational economics for faculty members (basic principles)	____	____
24.	Team building (how to build and be part of an academic team)	____	____
25.	Ethics in the classroom	____	____
26.	Evaluation of academic programs	____	____

	COLUMN I (Self)	COLUMN II (Colleagues)
27. Effective instructor evaluation	____	____

Please list any additional topics you feel you would like to have in the program:

32.	____	____
33.	____	____
34.	____	____
35.	____	____

36. For the majority of topics listed, which would you prefer (please check)?

____ Full-day sessions off-campus ____ Half-day sessions off-campus

____ Full-day sessions on-campus ____ Half-day sessions on-campus

____ Weekend retreat

37. Which days are best for you for such sessions?

____ Monday ____ Thursday ____ Any weekday

____ Tuesday ____ Friday

____ Wednesday ____ Saturday

38. How often would you like to see seminars or workshops held?

____ Once a month ____ Once every two months

____ Twice a month ____ Once every three months

39. Please check the appropriate boxes below that apply to you:

a. ☐ I am a Chairperson of an Academic Department.
b. ☐ I am a member of a College Committee.
c. ☐ This is my first year at the college.
d. ☐ I have been here 1-5 years.
e. ☐ I have been here over 5 years.
f. ☐ I have been in a P.D. program before which has covered one or more topics listed on this questionnaire.
g. ☐ I have not been part of a P.D. program before.

40. Please add any additional comments you may have regarding the planning and carrying out of this program. Thank you for your help.

EVERYBODY'S COMMUNITY COLLEGE
CAREER DEVELOPMENT PROGRAM
NEEDS ASSESSMENT

(For Classified Personnel)

Everybody's Community College is planning a Career Development Program for the benefit of you and your colleagues. This questionnaire is a part of the planning process for this program. Your ideas will help to determine the shape and content. Your responses will be used by the planning team to determine the program content and other details, and will be carefully considered and the program designed for the 1978 year.

Below are a series of possible topics for workshops or seminars. Please indicate which topics you feel are of greatest need to you personally (Column I) and those you feel are of greatest need for your colleagues (Column II). Please place a number after each topic in each column based on the following scale:

1	2	3	4	5
VERY HIGH NEED	HIGH NEED	AVERAGE NEED	LOW NEED	NO NEED

		COLUMN I (Self)	COLUMN II (Colleagues)
1.	Understanding your role in the college administration	____	____
2.	Effective communication	____	____
3.	The principles and practices of human relations in the office	____	____
4.	How to work effectively with your boss and others	____	____
5.	Developing a career action plan	____	____
6.	The changing role of higher education (H.E. in the 80's)	____	____
7.	Recent legal cases in higher education and their impact on work area	____	____
8.	Unionism--pros and cons	____	____
9.	Identifying your boss's objectives	____	____
10.	Helping the college carry out its institutional objectives	____	____

		COLUMN I (Self)	COLUMN II (Colleagues)
11.	Managing by objectives	____	____
12.	Effective supervision	____	____
13.	Motivation	____	____
14.	Transactional Analysis (I'm O.K. -- You're nuts theory)	____	____
15.	Managerial styles (a focus on understanding and dealing with various administrative styles)	____	____
16.	The creative organization (understanding the principles and practices followed by creative organizations)	____	____
17.	The effective use of time	____	____
18.	The comprehensive community college (its mission and purpose)	____	____
19.	Everybody's Community College (an overview of the administrative philosophy, organization, mission, goals, objectives and program)	____	____
20.	Personal finance--how to deal with inflation	____	____
21.	Job-related stress (how to recognize and handle it)	____	____
22.	Problem solving	____	____
23.	The Affirmative Action Program at Everybody's Community College	____	____
24.	Team building (how to build and be part of an administrative team)	____	____
25.	Ethics in college administration	____	____
26.	Performance standards (knowing what is expected of you)	____	____

Please list any additional topics you feel you would like to have in the program:

27.		____	____
28.		____	____
29.		____	____
30.		____	____

	COLUMN I (Self)	COLUMN II (Colleagues)
31. For the majority of topics listed, which would you prefer (please check)?	____	____

_____ Full-day sessions off-campus

_____ Half-day sessions off-campus

_____ Full-day sessions on-campus

_____ Half-day sessions on-campus

_____ Weekend retreat

32. Which days are best for you for such sessions?

_____ Monday

_____ Tuesday

_____ Wednesday

_____ Thursday

_____ Friday

_____ Saturday

_____ Any weekday

33. How often would you like to see seminars or workshops held?

_____ Once a month

_____ Twice a month

_____ Once every two months

_____ Once every three months

34. Please check the appropriate boxes below that apply to you:

a. ☐ I am a secretary.

b. ☐ I am a clerk.

c. ☐ I am a custodian.

d. ☐ This is my first year at the college.

e. ☐ I have been here 1-5 years.

f. ☐ I have been here over 5 years.

g. ☐ I have been in a Career Development Program before which has covered one or more topics listed on this questionnaire.

h. ☐ I have not been part of a Career Development Program before.

35. Please add any additional comments you may have regarding the planning and carrying out of this program. Thank you for your help.

WHAT SHOULD BE INCLUDED IN A PROFESSIONAL DEVELOPMENT PROGRAM?

Below is a list of elements that might be included in a professional development program and some pros and cons about each.

Graduate courses for which you get reimbursed have often been included in a professional development program. Many of the graduate school courses in management skills and techniques are now out-dated. A couple of years ago two friends were hired to teach at very progressive institutions. Both wrote within one week and said, "Send me all you've got on MBO. My students are asking about it." As new developments increasingly come into play you will often find that those teaching in graduate schools have not been in the field and they have not applied new concepts. If they teach them, it is only from a theoretical background, without the practical application. There are a lot of exceptions; yet, when you select graduate courses as a means of professional development, make sure that the course is appropriate and that the teacher has been there and understands exactly what is developing.

Sabbaticals for administrators are not useful, but mini-leaves are. Many institutions are going to mini-leaves, which may amount to a couple months leave of absence. Some use these as rewards for effective administrative performance. There are ways to reward people outside the bonus or merit pay system, and this is one of them. Workshops and seminars are probably the biggest. The same study that was reported in AACJC (mentioned earlier) indicates that it is the most popular way of doing this job right now. People prefer to up-date themselves through workshops, seminars and/or charettes interspersed throughout the year. This practice is growing by leaps and bounds. The ***Chronicle of Higher Education*** has a list of workshops in every issue.

Conventions have some value. Those who attend, however, should be required to bring back ideas, either verbal or written reports. Much time at conventions is not well spent. There should be more motivation to attend certain sessions and take something valuable from them.

If the institution is going to capitalize on the value of conventions, sabbaticals, or graduate courses, there are some other things that we need to do: require individuals to either report to the staff on ideas picked up or circulate a report on new ideas that might have relevance for your institution. That is stimulation. Often people go to conventions and enjoy the rest and recreation, but when they return the institution does not benefit from it. There is no reason why you cannot tie those two things together: people need the "R & R," and it can be a great time to pick up ideas.

Many institutions are developing a professional development library. Many of those in which I served bought specific materials for administrators that related to management, new ideas, and education. Slide tape presentations and other AV materials tailored specifically for your professional development program could be placed in a section of your main library, learning resource center, or a conference room.

Because of the job situation and the fact that people are frozen into positions long after they would normally be, and the need for professional stimulation, many institutions are beginning to consider shifting staff positions for a year or two to regenerate motivation. Swapping administrative responsibilities to stimulate staff and to give them new responsibilities could also be very stimulating for the institution. This could be a very important professional growth opportunity. It could be accomplished through an MBO process or a management process that allows the setting of objectives.

SELECTED REFERENCES

Drucker, Peter F. ***Management: Tasks, Responsibilities, Practices.*** New York: Harper and Row, 1974.

Hammonds, James O. and Jaggard, Sharon. "An Assessment of Staff Development Needs," ***The Community and Junior College Journal***, Volume 47 (November, 1976) pp. 20-21.

O'Banion, Terry. ***Teachers For Tomorrow.*** University of Arizona Press, Tucson, Arizona, 1973.

II. CLASSIFIED STAFF DEVELOPMENT AT SEATTLE CENTRAL COMMUNITY COLLEGE

Karen Foss

We often hear about staff development for administrators and faculty, so why not staff development for classified staff? A classified employee is usually the first person a student meets when he comes to a college campus. Classified employees set the tone and climate that often will determine how the student feels about the institution. They register the students. If a student has a problem and needs help, he does not go directly to the Dean of Students, but to the classified staff person who supports that office. Many times the problem is solved there. If students were directed to the Dean every time there was a problem, the Dean would not have time to do anything else.

Classified staff are also responsible for the day-to-day functioning of the college: when and whether or not employees get their paychecks; whether your memos go out; whether the data processing functions work; and whether the students are registered properly. Since there are not many things in an institution that are not impacted by classified staff, it is surprising that no training programs have been developed yet to deal with this constituency. What follows, then, is about classified staff as an investment and not an inconvenience. I will describe some of the processes and methods that we use in our district campuses, some of the outcomes of these processes, how they work for us, and a realistic view of some of the problems encountered. Perhaps you can learn from our mistakes. The next segment concerns classified staff who serve on advisory boards and help direct the program to which they give input.

The staff development program in our district started in our central campus with an AIDP grant. Prior to the receipt of the grant, one classified staff employee pointed out that training was prevalent in industry and asked why something similar could not be done in our college. She made a recommendation to the President and received a $500 budget to investigate the possibility. An advisory committee was created to define the scope of classified development. This was the first time the staff had ever been given this kind of a project, so they really did not know how to go about it. But they learned rather quickly.

During the first year they developed a survey instrument with which to poll other agencies and institutions across the country on what they had going in training. When they got this data back, they began to sense what was going on nationwide in training. From there they looked at their own needs and drew conclusions about what goals the program should have. At this time the college was applying for an AIDP grant, so they wrote a proposal to include classified staff development. The grant was funded. From the very beginning the program was developed by staff. We were not told by the administrators, "These are the things we think you need, go to classes and take care of those deficits." It was classified staff identifying those needs, which is much more powerful than someone else telling you what you need. As we progressed, both groups were involved. Classified staff identified what they felt their needs were, and administrators and faculty gave input. Thus, it was both a prescription and a needs assessment model.

From the beginning it was very much the classified staff's own program. They designed the program, they wrote the grant, they had a vested interest in its success. This was the first time they ever had an opportunity to do that. When training is started for faculty, many times it is not well received, or regarded with suspicion. Administrators do not need training because they already know everything. Faculty have been in school so long they have forgotten everything. The classified staff are most receptive because they have not had the same opportunities for training. So, if you are going to start a staff development program in your district or on your campus and you want to start with a winner, this area is a good place to start.

As the staff program became successful, receiving nationwide visibility, the faculty started to say, "Now gee, we think we want to do this, too." In short, we found out that the program for classified staff was a model for the other constituencies.

The way the program at Seattle Central Community College works is that classified staff are released from their regular work day to participate in training activities, but not all activities are held during work time. Scheduling of activities is contingent on the operational calendar of events for the college and the type of training activity. If the activity is work related, like budget procedures, it will be held during work time. If it is not job related, then it will be held after hours, noontime, or weekends. In the beginning it was almost all work time; as the classified staff built the program and it grew, they felt that they should change that time frame so that it is more of a sharing. There are no monetary incentives in our program. Of course, it is probable that if you increase your skills and abilities, the next time there is a vacancy in the district, you will be better qualified.

A lot of the staff are not taking staff development for promotional purposes. In fact, the majority are not. They are taking it to do better in their current jobs. For that reason, we provide training in six different areas. The first area is knowledge of community colleges. We provide seminars and workshops to establish a better understanding of how our state community college system works. What kind of students make up this community college? What is the average age? What are their needs? How do Central Campus student profiles differ from those at North campus or a college in eastern Maryland? How does our district structure work? The second type of training is human relations. This could include communication skills, assertiveness training, and conflict management.

Third, training in supervisory and management skills is also offered for two reasons: upward mobility and current supervisory responsibility. We try to mix classified staff in with administrative staff in this and all types of training. Seldom is the workshop offered solely for classified staff. We always encourage faculty and administrators to participate and try to give them something valuable. The fourth area is general skills related to work assignment: time management, ability to plan and organize your work, college procedures (how to follow them), budget procedures, etc. The fifth training area is specific skills related to individual work assignments, such as business English and Data Processing. For example, one who is in financial aid might be in a workshop to be updated on the latest regulations in financial aid. There are a variety of activities that are specific to work assignments. These are accomplished through seminars, if we have enough people in our

district to attend, or through a mini-grant if there are one or two people who are interested in going outside for a specific type of training. We might allocate some money to our custodial staff to bring in someone to talk about a specific problem in rug cleaning.

The final training area is general education and personal growth. We offer things that are related to the job in any direct sense. One thing we offered that would follow the loose category of general education and personal growth was disco dancing. We offered that at lunch hour. We had a self-hypnosis class that ran in the evenings. These are fairly easy to organize with a system already going quarterly or in a yearly schedule. So it is easy to plug in additional activities that are personal growth related and do not incur expense for the program. Students pay instructor's fee; we are not using taxpayer's money to hire a consultant to teach disco dancing or self-hypnosis. Participation is on the employee's time if there are no incentives per se, and participation is always voluntary. Administrators can encourage staff to attend the workshop, but generally a staff person requests to go.

We did not have a lot of money for consultants, so we used in-house resources. We experimented with using staff as often as possible. When we offered a budget procedures workshop, we did not ask the administrators to run the workshop, we asked the classified staff person in that area to conduct it. This approach accomplished two things. It gave the staff a chance to function at a role outside the usual working experience (as a leader and teacher), and it gave the person who had the most immediate day-to-day access to that procedure an opportunity to share that information with others. That has been one of the big "pluses" of the program.

On occasion, the faculty and members of the administrative staff lead training sessions as well. Faculty taught human relations workshops and the District President taught a seminar on "The Community College." At first, none of the instructors were compensated, but as our budget increased we were able to offer small stipends to instructors who taught after work hours. So there is a lot you can do by using your internal people from all three constituencies.

One other outcome of the classified staff training program was that classified staff became more involved in the college and its operations in general. Formerly, when there was a selection committee, a presidential search committee, or budget committee, there would be four administrators, four faculty, two students and one staff member. No one expected the staff person to say anything. Through the staff development program, our staff have become a bit more confident, an outgrowth of attending workshops and acquiring leadership capabilities. They began to take these roles and committees a lot more seriously. Also, we began to get equal representation. Now, when a classified staff representative goes to a committee meeting, he has done his homework.

The self-esteem of the classified staff has risen dramatically -- from the experience of leadership, from participation in workshops, and from working together with the other constituencies. There is pride in being a part of the classified staff. They are no longer just classified employees. They are employees who do competent jobs, who have an impact in their institution. This is a really exciting outcome of the program.

We had our problems in getting the program going. Different departments have different staffing levels. The smaller offices had more of a problem in releasing a staff member than others. So, we developed a back-up system so that if someone in that department wanted to go to a seminar or workshop, someone else would come in from another office to cover the telephones and serve the students. If you start a program with the classified staff, think of a strategy to deal with that problem. Another problem is, how do you get those who need it most to take it. The staff are beginning to say to administrators, "Hey, we need your help," in getting those people there. Stop giving them good evaluations; stop telling them they are doing terrific work. We are asking administrators to take their role as evaluators more seriously. We need that for the program to be optimally effective.

Another problem that we experienced in our program was the application of learning on-the-job. A staff person comes back from a time management workshop invigorated with all kinds of ideas to try out, new ways of processing the work, and the delegation of responsibilities and the supervisor says, "WHAT! HOLD IT! The way we do things here has been this way and we've been doing this for the last 20 years; it's just fine and we're going to keep doing it that way. And no one is going to come back from a workshop and tell me that there is a better way to do it." If they both go into that training, the effect would be a lot different.

Nothing will ever be done in terms of staff development if you have to eliminate all the obstacles before you get started. It makes sense to take a look at what those obstacles are in the beginning and develop strategies to eliminate them. But there is a point that you have to initiate action. From the above problems, think of some strategies that you might use to deal with them, but do not let them keep you from starting.

You can start a staff development for classified staff on any scale you want. Get your staff involved in identifying what they need. This can be done without any money. If release time is a serious problem, have meetings planned during lunch hours. Spend some time after work. But, expect the staff to be a little suspicious if you want them to devote a great deal of their own time to improving their work performance and the college's overall functioning. Staff development might be seen as a subversive plot to get staff to work twice as hard for half the money. There has to be a give and take on both. If you are a small community college, join forces with every community college in the vicinity. What things can your institutions come together on? Offer seminars to the public. Charge them an admission fee, with staff admission free. There are a variety of techniques to use. There are a variety of ways to get started. ***Getting started*** is the most important thing. Again, I would encourage you to think of staff development for classified staff as an investment not an inconvenience, and the staff themselves as having skills that can be developed and identified.

QUESTIONS AND ANSWERS

1. ***Question:*** How did you bring the different groups of staff together, how did you come up with your offerings, and how do those relate to the various jobs that would be included in classified staff?

Answer: Classified staff in our institution range from custodial, data processing, program management, staff interpreters, library assistants – an extremely diverse group. One of the ways we identified training was by conducting a needs assessment. We then designed activities that would meet those needs.

2. *Question:* What are the values to the classified staff to be able to get away from the campus? Are there types of publications where one could investigate the arguments over classified staff attending workshops away from their places of work?

Answer: No. The business work will take seminars and conferences that are addressed for industry and match that with classified staff needs. Occasionally there are workshops that would be out of the area. But those are not as frequent. We just do not have the money to attend too many outside seminars.

3. *Question:* What kind of participation did you have?

Answer: We really did have a big participation right at the beginning. I do not have the stats for the first year, but they were really high. In Central there are 155 classified staff. And I think the first year we had about a 350 head count. Last year's statistics indicated there are 365 staff in our district. We had 542 head count which means we added the peers. Of 365 staff, 56 percent took one or more staff development activity. Of those people who took staff development activities, there was an average of 2.6 activities during the year. We had 717 college wives, counting administrators and staff.

4. *Question:* Do you care to describe the recruiting techniques that you developed to get people to come to your activities?

Answer: We have a brochure. But we discovered that advertising once is never enough. We advertise quarterly and we publish individual activities again on one-page advertisements as they occur. We have a quarterly information-sharing luncheon where everybody brings a dish and talks about the activities.

5. *Question:* You mentioned the identification of needs through surveys. Did you have your committees or some staff committee develop your survey? We are having a hard time wording the questions and soliciting input. They are not talking about what they feel they need.

Answer: As I mentioned earlier, the original survey was done by classified staff. We have gotten increasingly sophisticated in our survey as we progress to our fourth year. We learn each time we do them. Last year we did a laundry list of about 35 or 40 activities. We said check the ones

which you might be interested in. We then discovered after we got the results back that that was not the way to do it because they checked everything. We did not know how many they would really go to. So, we gave them back the laundry list and told them to check three. Staff came up with the list by brainstorming all the things they have heard from people. Sometimes I would develop the survey, take it back to the advisory board, and there they would revise it. Sometimes the procedure would be reversed. They would provide me with the information and I would work with them. Almost always, classified staff were involved in developing.

6. ***Question:*** Is the classified group a union?

Answer: We had a question in the survey which asked, "Do you want to be your own bargaining agent?" Do you want to join Washington state's very strong unions? There are two of them. But the staff as a whole said, "No." There is individual participation in the two unions, but not on a large scale.

7. ***Question:*** Does the personnel office have a record of the activities which the people have completed? Where are the records kept?

Answer: We provide them with the records. There is a certificate that goes out to the person and a copy of that certificate is given to personnel to show that they have participated.

I would like to ask the group one final question and we can make the rest of the time for question and answer.

8. ***Question:*** In terms of your involvement with staff development, what has been the most significant or meaningful experience? How does that relate to you and/or your job?

1. ***Answer:*** I have seen a lot of people on our campus grow. They have developed a lot of self-confidence. Now they have the ability and the capability to do things that they have not done before and have gained experience in working in groups. They work now as a team.

2. ***Answer:*** I felt that my biggest benefit over the years with staff development was having obtained more of a feeling of professionalism in dealing with faculty people on our campus and with the other administrators. This in itself led to membership in important campus-wide committees where I represented our group.

3. ***Answer:*** Staff as a whole received a lot more recognition. You become more visible as a group. I watch and am still watching people develop. There has been a tremendous increase in the number of people who are working toward degrees at night. This seems to have motivated them to get either an associate of arts degree or four-year degree.

4. ***Answer:*** I started taking management classes at Central made possible through the mini-grant. As a result, I was asked to head a management training supervisory workshop which was very beneficial to me. In the staff development program right now, we talk about it a lot and they encourage participation in a lot of the classes. We currently have three of our staff personnel taking the self-hypnosis class in the evening. They feel very comfortable with themselves. They are very energetic – and so the gains from the programs have been numerous. It has also increased participation in our area.

III. FACULTY GROWTH CONTRACTS

Dr. Richard F. Gross

Colleges and universities are demonstrating a renewed interest in the role definition, performance, and professional growth of faculty members. Emerging interest in these matters finds expression through studies of faculty workload, review of established procedures for evaluation of faculty, vigorous debate on the viability of the traditional tenure system, and growing participation in programs of faculty development.

Recently, Hodgkinson has called for the adoption of faculty growth contracts as a viable way to demonstrate professional competence (1). Earlier, Gaff and Wilson suggested "individualized contracts" as a useful approach to establish differentiated role responsibilities and evaluation of faculty (2, p. 480). Growth contracts, sometimes also called individualized development plans, are a systematic approach to defining faculty roles, charting the direction of professional growth, and assessing one's performance. The thesis of this presentation is that the use of growth contracts is one of the most suitable means to encourage ongoing professional development and bring a greater measure of integrity and fairness to the process of evaluating faculty and administrators.

RATIONALE

There are several factors which compel educators to consider new approaches to individualized development and evaluation.

1. We live in an era of close scrutiny of faculty performance. Perhaps this is a result of the turbulent '60's and the economic tensions of the 70's. Under the theme of accountability students, legislators, administrators, and the public in general have thrust new demands upon faculty. In some instances, workloads and involvement in professional activities have been imposed upon faculty from external sources. The emergence of collective bargaining in higher education has also led to more precise definitions of faculty roles and expectations. While a clearer accounting of faculty productivity seems appropriate, there is also need for faculty as professionals to retain the initiative in defining their roles and areas of needed development. Growth contracts enhance accountability. At the same time they grant faculty broad prerogatives related to the specifics of their professional functioning.

2. In the 50's and 60's, high faculty mobility infused new ideas and fresh perspectives into colleges and universities and concurrently provided faculty with continuing incentive for improvement and likely advancement. Because there are now too many faculty and too few positions in higher education, colleges and universities are experiencing low faculty turnover. It is expected that a high percentage of faculty members will remain in their current positions for an extended period of time. Programs designed to stimulate ongoing faculty growth are a matter of first priority if the inherent disadvantages of "quota-restricted" and "tenured-in" stable faculties are to be minimized.

3. Within any institution of higher education it is the faculty who provide the primary ingredient in the building of an institutional ethos. Given the relatively steady-state condition into which higher education has recently emerged, it is essential that colleges and universities experience a climate of expectancy, a sense of movement and vigor that comes from qualitative growth and accomplishment of mission. This can only be achieved with a vibrant faculty – a faculty composed of growing individuals who envision unlimited horizons and experience a sense of movement and accomplishment in their own lives. Thus, stimulus to the ongoing professional health of the faculty, through growth contracts, can contribute both to the vitality of the individual faculty member and the total institution.

4. Faculty development, particularly if it includes individualized growth plans, is a stimulus to personal and institutional experimentation. Periodically it is valuable to rethink what we do – to re-examine our traditional approaches to teaching, the criteria and procedures for decision-making, and the means for stimulating the rewarding accomplishment. We need to shake up our regular categories and modes of functioning.

5. The implementation of growth contracts can lead to more effective evaluation of faculty and hence an improvement in personnel decisions. Programs to evaluate achievement of faculty in their responsibilities are virtually non-existent. What we have is a limited effort to assess one aspect of faculty performance, namely, instructional effectiveness. However, for the most part, the "publish or perish" syndrome, with its one-sided emphasis upon published research, is often the only, or at least the predominant, criterion upon which faculty are evaluated. In institutions where research is not a prominent expectation, informal hearsay and impressionistic opinions are often the basis of decisions affecting promotions, tenure appointments, and salary increments. Given the developing trend toward more rigorous evaluation of faculty, the effort must be extended to the comprehensive roles faculty fulfill. A program which emphasizes assessment of faculty in the diverse roles they fulfill will immeasurably enhance the decision-making process in faculty personnel matters. Properly used growth contracts can provide a solid base of objective data for making critical faculty decisions.

6. The inherent nature of the academic profession commits faculty members to a program of goal-directed growth. To be a professional is to commit oneself to a lifetime of development in the practice of one's vocation. The learning profession, in the very nature of the case, demands continued vitality which can only come from resolute involvement in activities which stimulate one's growth. The professional is a person whose identity is found by interrelated factors bearing upon both his personal and career roles. The nature of the human condition and of being a professional necessitates the continual re-establishment of one's identity. This emanates from a knowledge of one's identity. This emanates from a knowledge of one's ongoing contribution,

sense of accomplishment, and measured growth. We all need to know that sense of worth and fulfillment that comes from living vital lives, both personally and professionally. The approach suggested here can provide, in some measure, the means to accomplish this.

OBJECTIVES

Faculty growth contracts are intended to achieve the following objectives:

1. To individualize faculty role responsibilities in accordance with the particular strengths, weaknesses, and interests of each faculty member.

2. To encourage the growth of each faculty member in accordance with one's strengths, weaknesses, and defined institutional role.

3. To raise the performance level of faculty members individually and the faculty as a collective whole.

4. To provide a more precise and comprehensive basis for evaluation of faculty and consequently improve the decisions relative to personnel matters.

PRINCIPLES

The individualized faculty growth contract is based upon several principles or assumptions.

In the first place, it must be recognized that each faculty member brings particular strengths and weaknesses to the academic community with which he affiliates. Accordingly, role definitions or institutional assignments ought to be made with due cognizance of one's strengths. At the same time, development plans should encourage comprehensive growth and improvement of the individual. This notion of the ***diversity of human strengths and gifts*** if a fact of the human situation which we observe every day and is an appropriate basis for defining the educational responsibilities of individual faculty members.

Secondly, within the context of the common responsibilities shared by all faculty there is opportunity for ***individualization of role definition***. In most colleges and universities all faculty have some instructional responsibility (the exception being the university research professor). However, there is room for diversity or individualization of assignments within that common responsibility. For instance, faculty with particular strengths in lecturing and administrative organization may be assigned to teach large classes while others, who may not be good lecturers but have gifts relative to discussion and tutorial methods of instruction may be assigned seminar courses, guidance of independent study projects, or supervision of practicum experiences. Still others may, in accordance with their strengths, have the major share of their instructional work in

laboratory sections. This approach to the assignment of institutional responsibilities precludes setting the expectation that all faculty should perform or achieve in exactly the same fashion. Unfortunately, the criteria most often used in the evaluation of faculty for promotion and tenure fail to recognize the differing strengths of faculty and often allow little latitude for individualized achievement.

If responsibilities and development were individualized, a faculty member would not be forced to conform to a narrow role definition applicable in every detail to all; rather one's role and expected area of achievement and growth would be individually defined according to one's strengths and weaknesses. The overall aim would be the development of a strong collective faculty wherein diverse gifts of individuals would complement those of others.

A faculty growth plan ought to encompass all of the roles which faculty members may be assigned in the institution. ***Comprehensiveness*** is an essential characteristic of any plan that seeks to encourage total development of faculty and is the third principle upon which growth contracts are based. While we need to continually devise new and more effective ways to assess faculty performance in their instructional role, attention must also be given to stimulating their improvement in the multi-faceted responsibilities they assume. The plain fact is little is ever done to encourage faculty to develop as academic advisors, department chairmen, committee members, and researchers. The individualized growth plan provides for this possibility.

In addition to being individually defined, this approach to faculty development would be ***self-imposed***. This is the fourth principle. As mentioned earlier, the widespread concern for accountability is beginning to have an impact as groups other than faculty attempt to bring more specificity to bear on faculty roles and performance. Faculty are a particular breed of professionals and resist vigorously any external attempts to impose restrictions upon their mode of functioning. The individualized faculty growth plan is designed by each faculty member and with respect to its specific provisions is self-imposed. This represents one of its principal strengths.

Growth and achievement necessitate planning, which in turn calls for specificity in the statement of objectives as well as criteria and procedures for assessing outcomes. The ***measurement of performance and growth*** is the fifth characteristic or principle of individualized faculty growth contacts and is absolutely essential if success in this form of development is to be realized.

Sixth, growth contracts should be formulated on a ***continuous and systematic basis.*** In keeping with their individualized nature they probably ought to be of varying periods of time according to the goals of each faculty member and his place in the institutional decision-making cycle. For example, if a particular faculty member is eligible for promotion in two years, his plan would logically be designed with that particular decision and time-frame in mind. An individual on a one-year probationary appointment would want to design a plan that would culminate at the end of a year and provide important data bearing on the decision relative to possible reappointment.

Finally, faculty growth contracts should be *related to the institutional reward system.* To provide maximum motivation and incentive for participation, the outcomes of individually devised plans should provide an important perspective on such decisions as promotions, tenure, salary increments and other personnel considerations.

IMPLEMENTATION

Growth contracts in various forms have been initiated or experimented with in several institutions.* Dependent upon institutional objectives and needs, various approaches may be utilized in developing them. The format suggested below is one approach to implementing a program of growth contracts.

1. A statement of the total role responsibilities of faculty at the institution should be formulated.

2. Each faculty member, in consultation with an evaluation committee and in the context of the statement cited in 1. above, should devise, in writing, a plan or contract which includes the following:

   a. An assessment of strengths and weaknesses. For many this step proves to be most difficult. It is a rare exercise for one to engage in specific self-evaluation or request colleagues to assess his strengths and weaknesses. However, the insights which result are well worth the unsettling nature of self-examination.

   b. A list of the intended areas of contribution to the total responsibilities of the faculty, including means of evaluation.

   c. A specific statement of goals and plans for improvement and professional growth, including means of evaluation.

   d. A statement of resources necessary to implement the contract or plan. If a faculty member is to commit himself to the obligations of a growth contract as suggested here, it is reasonable to expect the institution to commit resources critical to achievement of the plan or contract. Such resources may include money for professional travel, student assistantships, secretarial support, sabbatical leaves and other similar considerations that are a part of academic life. Not all contracts will necessitate monetary support. Those used at Gordon College in a demonstration project did not include this feature, but it seems to be a reasonable and desirable element.

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*The writer is aware of the use of growth contracts or variations thereof at New College University of Alabama (Tuscaloosa, Alabama), College of the Mainland (Texas City, Texas), Wharton County Junior College (Wharton, Texas), Ottawa University (Ottawa, Kansas), College of Education, University of Massachusetts (Amherst), and Gordon College, (Wenham, Massachusetts).

e. Naming of an evaluation committee. It is suggested a committee of three persons be utilized which may include one's chairman, other faculty, students, alumni, administrative colleagues, or even a faculty member at another nearby institution. The committee should work with the individual faculty member in drawing up the contract, meet periodically to assess progress and, at the conclusion, prepare a written summary assessing the outcome.

ILLUSTRATION

Below is an example of a faculty growth contract formulated for a hypothetical faculty member but illustrative of specifics which would normally be included in a typical contract.

Faculty Growth Contract

John Smith – Assistant Professor of Biology
Contract Period – September, 1975 - August, 1977

I. *Self Assessment*

A. *Strengths*

1. Design and supervision of laboratory work.
2. Interest and ability in advising students in a one-to-one relationship.
3. Research skills and background.
4. Interdisciplinary interest and knowledge.
5. Fairly broad bibliographic background in most areas of Natural Science and Mathematics.

B. *Weaknesses*

1. Lecturing ability, particularly in larger classes.
2. General laziness in writing up my research for publication.
3. Lack of experience in scientific work in other than an academic setting.
4. Minimal contact with students outside the classroom, laboratory, and office.

5. An inability to construct good examinations except in laboratories.

II. *Areas of Contribution and Means of Evaluation*

A. Teach upper-division, research, and seminar courses as indicated in the catalog.

1. Student evaluation forms will be administered in each class, the results discussed with the department chairman, tabulated and made part of my professional file.

2. Members of my evaluation committee will be requested to observe my instruction of one unit in Biology 335, discuss their assessment with me, and summarize it in writing.

B. Assume major responsibility for the laboratory sections of the general education course taught by Bill Brown. One aspect of this will be the development of a laboratory manual.

1. The manual will be evaluated by the other members of the department and the senior majors.

2. Design a student evaluation form for laboratory sections and administer it each term. Results will be handled as in II. A. 1. above.

C. Continue and finish research project currently in progress.

1. Upon completion present the research at one of our regular Biology Seminars with the faculty in our consortium colleges.

2. Write up the research and submit it for publication.

D. Represent the Division of Natural Science and Mathematics on the Library Committee and chair the Committee on Premedical Education.

1. Update the brochure on "Premedical Education."

2. Serve as advisor to all pre-med students – this will be assessed in our Senior Departmental Evaluation interviews.

3. Arrange for visits of juniors and seniors to two medical schools.

4. Request the chairman of the Library Committee to write a brief summary of how I functioned on that committee.

III. *Plans for Growth and Means of Evaluation*

A. Video-tape three lectures and analyze for self-assessment. Also ask Bill Brown to view and critique them.

B. In 1975-76 teach one unit in Brown's large general education course. Tape the lectures for personal assessment and use regular evaluation forms for student assessment.

C. Submit at least two articles for publication (one on my dissertation material and one on the current research project) – copies for file.

D. In 1976 submit one research grant proposal for funding – copy for file.

E. Request Sam Williams to work with me on improving my examination techniques. I will ask him to critique previously used examinations and assist me in formulating new ones. In some of my smaller classes, I will experiment with oral rather than written exams. Any improvement in this area ought to be obvious to Sam and show up on the student evaluation forms.

F. Eat in the student dining hall more frequently and occasionally invite student over to our home. Report in self-assessment statement.

IV. *Resources Needed*

A. Student assistance for research project – $300.

B. I am eligible for a one-term sabbatical in 1976 – assuming this will be granted I will use it to do a bulk of the work on the articles for publication and final preparation of the lab manual.

V. *Evaluation Committee*

Bill Brown, Sam Williams, and John Jones (student) have agreed to serve as my evaluation committee and prepare a summary evaluation of my performance. I intend to meet with them every six months or so to assess progress. In addition to the evaluation means cited above, at the end of the contract period, I will write my own comprehensive self-assessment statement.

APPLICATION

Growth contracts as suggested here can be utilized in several ways. They can be part of a faculty development program or, in light of their highly individualized nature, can constitute the total approach to faculty development in a particular institution. Evaluation in this form can be readily integrated into existing promotion and tenure

granting procedures. Some institutions have substituted or are considering the substitution of "rolling contracts" for the traditional tenure system. Growth contracts could fit well with this approach as long as a procedure for insuring due process and protection of academic freedom is agreed upon and included in the institution's program. (Some rather interesting and innovative proposals for the protection of academic freedom outside of the traditional tenure system are currently being discussed and implemented.)

Growth contracts are as applicable to administrators as to faculty, and on the basis of the writer's experience, hold promise for qualitatively improving the level of administrative functioning in colleges and universities.

The current state of American higher education calls for new approaches to much of what we do. Growth contracts hold the potential for infusing a new and desirable dimension into the performance of faculty members and administrators.

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IV. EVALUATION – A STAFF DEVELOPMENT TOOL

Ernest R. Leach, Ph.D.

INTRODUCTION

Both the professional and popular literature today abound with pleas for accountability in education. The taxpayer is looking for more "bang for his buck;" students are crying for relevancy in the curriculum; faculty are vying for a larger share of decreasing budgets; and administrators are being asked more than ever before to substantiate the legitimacy of their functions in the educational process.

Our traditional responses to these demands for accountability have too often been ineffective with our colleagues, unintelligible to the external community, and damaging to our own mental health. We have been defensive. Too often we have asserted that it is impossible to measure what we do; therefore, the college must accept on faith the importance of our functions and the attendant requests for a significant portion of the college's resources. One need not have a crystal ball to predict that as the dollar shrinks that faith may be badly shaken.

Against this backdrop of urgency, I would like to suggest an aggressive posture of self-imposed accountability which focuses on who we are becoming in addition to how well we are doing. Whether we like it or not, our programs and personnel are constantly being evaluated by other members of the campus community. The challenge before us is to move this process out of the threatening environment of coffee klatch whispers to a reasoned process that is consistent with the human development goals which we profess.

Many systematic approaches to evaluation of programs and personnel, although cloaked with the respectability of sophisticated sampling procedures and objective rating scales, have a dehumanizing effect on those who are being evaluated. So long as the real or perceived purpose of the evaluation process is to identify failure, which has implications for promotion or merit pay, it will most likely carry with it a number of dehumanizing dysfunctional consequences.

Variations of the following behavior patterns may result:

1. Intense competition may advance one person or department at the expense of another to the disadvantage of the total organization.

2. Token compliance with the system may result in the establishment of mediocre and easily obtainable objectives.

3. Vindictive attacks may be launched to "get" an unpopular colleague or superior.

4. Political backscratching may result in complimentary inflated ratings rather than honest judgments.

5. A high level of anxiety may distort and interfere with human interaction within the organization.

If, by contrast, the evaluation process is perceived as a shared human and professional commitment to help each staff member reach his maximum potential, evaluation can be a very potent staff development tool.

HUMAN DEVELOPMENT MODEL

Reference was made earlier to an evaluation process which is consistent with the human development goals which we profess. Lest this none too subtle bias go unnoticed, let me suggest some of the assumptions upon which the following observations about evaluation will be based.

First, we are involved in a "human process oriented" rather than "product oriented" enterprise. It is infinitely more difficult to assess the effectiveness of an administrator's interactive skills with students, faculty, and peers than to count the number of widgets at the end of a production line in a given period of time. This is not to suggest that we ignore outcome measures of productivity but rather a word of caution about looking for only those indicators which are easily quantifiable.

The latest tool kit of modern management techniques, including "management by objectives," "administration by objectives," "cost effectiveness," "humanistic management," "participative management," "behavioral objectives," "packaging," "PPBS," and "contingency contracting," will be so much window dressing if we lose sight of the importance of the interrelated human processes in the conduct of our daily responsibilities.

Second, I am assuming that human development goals should apply to all members of the college community including students, faculty, and administrators. Maslow has said, "What a person can be he ought to be." Herbert Otto, one of the early proponents of developing human potentialities, observed that the average, normal person functions at no more than ten percent of his human potential. If we cut through all of the jargon of the humanistic psychologists, one message seems to be coming through loud and clear, that is, man has the capability to continue to grow and develop in all of his capacities.

Third, I am assuming that one of the major responsibilities of administrators is to provide staff development opportunities for those with whom they work. I am using staff development in the context of developing personal potential, professional competencies and skills, and effective interaction behaviors with other members of the college community. Terry O'Banion has argued that, "Improved personal development leads to improved program development." If we focus only on program outputs, we may be administering much like I play golf, spending most of the time looking for the ball with little time

remaining to concentrate on the techniques of the swing. I am suggesting that evaluation can be a potent tool in the staff development process. With these biases unashamedly hanging out, let me suggest some observations about evaluqtion processes.

EVALUATION PROCESSES

The evaluation question faced by all administrators is not whether to evaluate, but how. Informal evaluations are constantly being made and may find overt expression in terms of personal preferences, favorable considerations at budget time, and the degree of harassment from the immediate superior. More subtle expressions may include the pat-on-the-back, the raised eyebrow, the occasional snicker, or the sudden hush when entering the scene of a previously lively discussion. These informal evaluation techniques often have little to do with the performance of tasks specifically outlined in job descriptions.

Also, there is considerable variability in formal evaluation processes, ranging from the periodic summons to appear before a screaming superior to the very tidy paper and pencil processes which fill file cabinets but have little impact upon people or educational outcomes. My purpose is not to suggest the ideal evaluation system but to call attention to some evaluation processes which may be important if you buy in on the assumptions that we are engaged in a human process oriented endeavor, that all staff members have the potential for further growth, and that staff development is a major responsibility of the college administrator.

If evaluation is to be perceived as a positive, growth-oriented experience, it is critical that there be a clear understanding between the evaluator and the evaluatee of the dimensions upon which the evaluation will be based. It seems elementary to suggest that there must be clearly agreed upon objectives; yet too often objectives fail to incorporate expectations for personal growth, acquisition of professional competencies and development of human interaction skills.

I am not endorsing brand "A" or brand "X" management systems but suggesting that, as a process, evaluation will not be effective unless expectations have been clearly stated prior to the period of time for which the administrator is being evaluated. Under this umbrella of expectations, there must also be agreement upon the types of indicators for measuring the administrator's interactive skills, the dimensions of personal growth and identifying areas of concentration for professional competence.

There must be a process for periodic assessment of progress toward achievement of agreed upon objectives. One "end of the year shot" allows no opportunity for program revision or personal growth. Consistent with the use of evaluation techniques as an integral part of the learning process in the classroom, periodic assessment may also be a useful learning technique on the job.

A diagnostic and prescriptive process allows for the identification of performance discrepancies and the development of a positive learning environment to remedy these

discrepancies. Mager and Pipe's paradigm for analyzing performance problems allows for diagnosing the nature of the performance discrepancy, the importance of the discrepancy, and a search for solutions to remedy the discrepancy.

Another process consideration should be to allow adequate time for improvement. To make an analysis based upon one observation only is to deny the commitment to growth which underlies the whole human development philosophy. Finally, the possible outcomes of the evaluation processes should be clearly identified in advance with procedural safeguards to assure fairness for all participants.

The following model illustrates one institution's attempt to develop a professional growth and development evaluation program for administrators. At Prince George's Community College, which has 35 administrators, 232 full-time faculty, and 223 full-time staff, each constituency within the college participated in the development of their own evaluation criteria and procedures. In the Administrative Evaluation process, each administrator, in conference with his immediate superior, selects those elements of major responsibility from his job description on which he will be evaluated. In addition, he is evaluated on job-related characteristics such as planning, decision-making, effectiveness in dealing with people, communicative skills, initiative, institutional commitment, etc.

Each administrator agrees with his immediate superior on those who will make formal evaluations including his peers, subordinates, and recipients of service. In addition, each administrator rates himself and is rated by his immediate superior on these same criteria and characteristics prior to an evaluation conference. The immediate superior then prepares one of three recommendations to the president. One, the administrator is doing an outstanding job and deserves special recognition. Two, the administrator is doing his job well. Three, the administrator shows serious shortcomings in specific areas of job performance.

A formal appeals procedure exists for those administrators who believe that the evaluation process has been procedurally unfair. Those administrators who are identified as having serious shortcomings are scheduled for re-evaluation after a sufficient period of time has elapsed in which to measure improvement.

The formal evaluation process allows for input from various constituencies within the campus community and does attempt to assess the effectiveness of the human processes which are job related. It would be woefully inadequate if it were not accompanied by some assessment of the administrator's personal growth and achievement of staff development goals previously identified.

In the Student Affairs Division, a luncheon is scheduled for each director to meet with the Dean to discuss the formal evaluation process. Attention is also given to recognition of achievements in personal growth throughout the past year, to identification of areas for future growth, including acquisition of new competencies and professional skills, and to assessment of the quality of interactions with other staff members. Regardless of the formal evaluation techniques used, it seems to me that the evaluation process must come to this level of personal assessment, including interaction skills, if it is to be consistent with the human development model described earlier. This growth continuum has been described by James and Jongeward as moving from dependence to independence to interdependence.

EVALUATION OUTCOMES

The preceding discussion about staff development goals and evaluation processes is not intended to suggest that we overlook minimum acceptable levels of performance for administrators. It does, however, enlarge or expand the evaluation commitment to one of shared professional and personal responsibility for each staff member's growth and development. What can we expect as realistic outcomes of the evaluation process when used as a tool for staff development?

I would like to approach this question from two perspectives: first, that of the administrator who is performing satisfactorily; and, second, that of the administrator who is failing to meet minimum levels of expectation. Again, consistent with the human development model, I believe that positive feedback is more important than negative feedback in promoting self-development and in facilitating fuller use of one's potential. Most people are adept at identifying their weaknesses, analyzing their problems, and in being self-critical. They are less expert at identifying resources and potentialities. The identification of strengths provides the kind of positive feedback which improves the administrator's self concept and provides a base for future growth.

Shared discussion and agreement about potentials for future growth provide a forum for objective, critical analysis of goals. It also ensures that the administrator's goals for the coming year are shared by his immediate superior. In short, he is not "going it alone."

A much more delicate issue concerns the administrator whose evaluation reveals discrepencies between expected and achieved levels of performance. Here, too, evaluation may be considered a valuable staff development tool. The process may suggest appropriate teaching or coaching behaviors by the immediate superior to assist the administrator in improving his personal level of competence. Other options may be suggested as a result of the evaluation process including reassignment to another type of responsibility within the organization, or selection out of the organization.

One of my basic commitments as an administrator is to help those with whom I work to become winners. When I use the term winner, I do not assume a competitive environment in which someone else has to lose. Rather, I am suggesting that a winner is someone who is authentic with himself and others and who is actively pursuing the achievement of his maximum potential. Martin Buber relates the story of the Rabbi who on his deathbed observed that, in the world to come, he will not be asked why he wasn't Moses; he will be asked why he wasn't himself.

Unfortunately, for a variety of reasons it is not always possible to win within a given work setting. When this occurs, the human commitment may be to help the unfortunate administrator find some other organization where he can be a winner. It is little consolation to be an expert tennis player in the midst of a Redskins football game. When the only option appears to be one of "biting the bullet," the evaluation process may yet be perceived as a human growth oriented experience. The shared commitment to invest in each other contributes to a heightened sense of self awareness so beautifully illustrated in the lines of Rod McKuen, "I am made uncommon by the need to know you and thereby come to know myself."

V. TIPS ON PLANNING, IMPLEMENTING AND EVALUATING WORKSHOPS

Tamara B. Coward

Brief two or three-day in-service workshops are becoming the most popular means for faculty and staff in institutions of higher education to improve their performance, stay abreast of new trends and ideas, and grow professionally. Workshops are viewed as an alternative to long-term sabbaticals with the concomitant cost both to the institution and the individual. More and more institutions of higher education are now providing short-term, in-service workshop opportunities for staff development both on- and off-campus.

Whether or not a workshop is effective depends to a great extent on the amount of time and effort that has gone into its development. The three components of workshop development are:

1. Planning
2. Implementation
3. Evaluation

Workshop planning involves the following:

Needs Assessment. Understanding the needs of the potential audience should be the first step in workshop planning. The assessed needs of the audience will determine not only the content and objectives of the workshop but the structure as well. The instruments included in Exhibits A, B, and C of this monograph may be used for this purpose, or you may wish to design your own. Irrespective of the method used to assess needs, once you have gathered the information sought, analyze it to determine whether or not the needs of your group can be classified under one of three categories: the need for knowledge or new information; the need to sharpen old or learn new skills; or, the need to modify old or learn new attitudes.

Setting the Objectives. After group needs have been identified, the specific workshop objectives – a precise description of expected activities to meet these needs – should be established. The objectives will set the parameters and give creation to the design. Example: "As a result of attending this workshop, each participant should be able to discuss the MBO concept and its application to education." There should be at least one objective for each learning activity. If, for example, in addition to a discussion of MBO and its application to education the workshop will also focus on exercises in the writing of objectives, another workshop objective would be "As a result of attending this workshop, each participant will be able to write clear, concise, and specific objectives."

The preset objectives should be shared with the workshop participants *prior to* the workshop or *at the beginning* of the workshop. This tends to increase participant interest and input. Since most participants come to workshops with personal expectations, they should be asked to indicate these in writing prior to the start of the workshop or they should be given an opportunity early in the workshop to share their expectations with the group.

Designing the Workshop. The design of the workshop activity should be a natural outgrowth of the preset workshop objectives. Using the two examples above of workshop objectives, included in the design could be a presentation that focuses on the theory, concept, and historical background of MBO. Another presentation could focus on the application of MBO to education. Some exemplary models, case studies and/or strategies for implementation of the system would also be included. These presentations would meet the need for knowledge and new information (assuming, of course, that this is one of the participant needs that were identified).

As to the second objective (to learn to write clear objectives), the workshop design should include a session in which each participant is required to write several institutional, program, and/or administrative objectives. A follow-up session would allow an opportunity for critiquing each participant's objectives by the group or a workshop leader.

The design of the workshop is, therefore, a sequence of activities (lectures, formal and informal presentations, small group discussions and exercises, etc.) that leads to the attainment of the preset objectives.

Identifying Sources of Revenue and Estimating Costs. Financial resources will more or less control the location of the workshop, the resources to be used, the facilities, food arrangements, and the scope of the activities. It is important that potential resources (financial or in kind) be identified early in the game if the workshop is to go beyond the planning stage.

If institutional funds are not available through the operating budget or contracts, you may wish to consider seeking funds from foundations, local charitable organizations, or the participants themselves by requiring a registration fee. Another option would be to open the workshop to the public: charge a registration fee to the general public, and permit employees from the institution to attend free of charge.

If your workshop is a part of an ongoing professional development program, it is assumed that institutional funds have been set aside for various activities in this program. If you must submit a requisition for funds for each workshop, you should include in your line-item budget the following elements:

- *Consultant/speaker fees*
- *Staff (if paid from workshop budget)*
- *Resource materials/aids*

- *Promotional materials*
- *Travel for staff/consultants/speakers*
- *Accommodations*
- *Facilities*
- *Food and refreshments*

If you are planning a series of workshops or other professional development activities, you may find it advantageous to use a standard form for this purpose. See ***Exhibit D*** for a sample format.

MAKING ARRANGEMENTS FOR THE WORKSHOP

Once it has been determined just what your resources will permit you to buy, the following elements should be considered as you begin to make arrangements for the physical set-up of workshop activities.

- *Estimated number of participants in attendance.*
- *The planned workshop format – group assemblies, small-group activities, concurrent sessions, etc.*
- *Location – on-campus, off-campus, resort, city, retreat setting, etc.*
- *Physical make-up of the facility – Will it accommodate the group comfortably? Does it have small-group meeting room break-out capacity? Does it afford opportunities for (pre- and post-workshop) recreation? Are there restaurants on-site or nearby?*

It is advisable to do some comparative shopping. Call several hotels in the location chosen for your workshop. Ask for room rates, daily rental fees for meeting space and hospitality room (if needed), costs for gratuities which are often imperceptibly assessed to each guest, percentage of the hotel, city, or sales tax that will be added to the cost of guest rooms, rental fee for audio-visual equipment that may be needed, and the cost of group meals and refreshments.

Though it is not always possible, it is a good idea to visit each property before making a final decision. If this cannot be done, ask for brochures that include a layout of the facility.

When making reservations for a block of guest rooms for workshop attendees, reserve ***fewer*** rooms than you anticipate a need for. It is always better to have to ask for ***additional rooms*** than it is to have rooms go unfilled. This is good PR with the hotel's

sales manager and should not create a problem for you or your attendees if your workshop is scheduled at a time when there are few competitive events taking place in the hotel. Ask the sales manager about other events at the time you make reservations.

Though some hotels now charge for meeting space, it is possible to negotiate with the sales manager to reduce the meeting space rental fee or to waive it if you fill more than the number of guest rooms initially reserved. Always request a letter of confirmation from the sales manager even if the reservations are only tentative. You may have to refer to it at the time of billing.

If your plans are for a commuter workshop, on- or off-campus, the same elements listed above should be considered. (The one exception, of course, would be the need for guest rooms.)

PROMOTING THE WORKSHOP

PROMOTING THE PROFESSIONAL DEVELOPMENT ACTIVITY

Though most administrators, faculty, and staff will admit there is a need for professional development (at least for everyone else), activities designed for this purpose do not always attract large groups of participants.

Even if professional development activities are conducted routinely as a part of a planned program, the activity must be promoted if it is to be well attended. Announcements of each activity should be sent out six to eight weeks in advance. Periodic follow-ups should be included in flyers and/or newsletters, and strategically placed posters should be used as reinforcers.

It is important that attitudes toward professional development are expressed positively. Staff development should not be equated with remediation for underdeveloped organizations, but should be viewed as ***a process for continued professional growth and institutional health.*** It may be necessary for the coordinator of an institutional function of this nature to clarify the purpose of the staff/professional development program ***before*** activities are planned or conducted. A more positive mind-set on the part of institutional personnel is a key factor in the success of promotional efforts within the campus community.

If you are planning a workshop or seminar that will be open to a broader audience, the first general announcement should be made approximately six months prior to the date of the activity. The potential audience should be identified at this time and a mailing list compiled.

Ideally, an announcement detailing topic, objectives, date(s), location (including city and facility), names and backgrounds of faculty/leaders, registration fee (if any), refund policy (if applicable), and other pertinent information, should be sent to each person on your mailing list ***no later than eight weeks*** prior to the date of the activity. This gives you enough lead time for responses and, based on the number of responses, to make a decision to continue as planned or to cancel the activity.

LEADERSHIP PREPARATION

Persons selected to instruct in professional development activities (workshops or seminars) must be "trained" to work in mini-sessions and with small groups, or have had some previous experiences. Each instructor must clearly understand the focus and objectives of the workshop prior to beginning his or her presentation. Staff roles, including those of each instructor, should be clearly defined and delineated.

Several weeks prior to the workshop, each instructor should receive written instructions on workshop procedures and format and ***at least a tentative*** copy of the agenda. Time should be set aside prior to the workshop (preferably a week or more) for a rehearsal or "walk-through" of the workshop presentations. This allows the coordinator to: (1) time each presentation; (2) make certain that each presentation relates to the theme of the workshop; (3) make certain there are no two instructors giving the same or similar presentations; and (4) modify the workshop activities if rehearsal so indicates.

IMPLEMENTING THE WORKSHOP

Your plans have gone well, your promotional efforts have paid off; it is now time to conduct the workshop. You have made an inventory of the content, participant and staff aids needed for the workshop (see ***Exhibit E*** for a sample form), and the time has arrived to begin setting up.

Those aids needed for the first day of the workshop should be set up the day before, if possible. If not, allow yourself no less than two to three hours ***before*** your first participant arrives. This assumes, of course, that furnishings in the room have already been arranged according to your specifications.

Check with hotel personnel before the workshop begins to make certain that refreshments or group meals will be served on time. It is somewhat disconcerting to announce a coffee break at 10:30, only to find that the coffee has not been delivered.

Frequent rest or coffee breaks should be planned throughout the day. This gives the participants an opportunity to stretch their legs, chat with each other, and reenergize themselves. It also provides an excellent opportunity to move from one presentation or activity into another.

At the start of the workshop, the coordinator/facilitator should greet the participants, introduce himself or herself and the workshop staff (instructors, consultants, receptionist/registrar, etc.), make housekeeping announcements (e.g., planned coffee breaks, location of rest rooms), announce any changes in the agenda and, in these first few minutes, set the general tone and climate of the workshop.

WORKSHOP AID CHECKLIST

Aid	*Quantity*	*Needed for:* *Participants*	*Staff*
Place cards	_____	☐	☐
Name tags	_____	☐	☐
Writing pads	_____	☐	☐
Pencils/pens	_____	☐	☐
Flip-chart	_____	☐	☐
Easal	_____	☐	☐
Felt-tipped pens	_____	☐	☐
Chalk board	_____	☐	☐
Eraser	_____	☐	☐
Lecturn	_____	☐	☐
Pointer	_____	☐	☐
Masking tape	_____	☐	☐
Transparent tape	_____	☐	☐
Microphone	_____	☐	☐
Directional sign(s)	_____	☐	☐
Workshop agenda	_____	☐	☐
Attendee list	_____	☐	☐
Water (pitchers)	_____	☐	☐
Water glasses	_____	☐	☐
Ashtrays	_____	☐	☐
Other _____	_____	☐	☐
Other _____	_____	☐	☐

WORKSHOP AID LIST

Content Aids	*Quantity*
Slides	_____
Overhead transparencies	_____
Films	_____
Prepared flip-charts/posters	_____
Tape recorder	_____
Recording tapes	_____
Slide projector	_____
Movie projector	_____
Overhead projector	_____
Printed materials	_____
Hand-outs	_____
Other _____	_____
Other _____	_____

A quick overview of the workshop content and format may be given. During this brief discussion, participants are made aware of their roles and the ways in which they may interact with and relate to the workshop leaders. They should be made aware of the preset workshop objectives and should be given an opportunity to express their own objectives and expectations if they were not asked to provide this information in writing prior to the workshop.

Objectives, both preset and participants', could be written on newsprint or posterboard and displayed on the wall for periodic reference during the workshop and for purposes of evaluation at the conclusion of the workshop. If there is incongruity between the preset objectives and those of the participants, the coordinator/facilitator must assume the role of negotiator. The end result may require some last minute changes in the design, but participants will have been allowed to help shape the workshop and will probably take a more active role in making it a success.

Other tips:

- ***As a workshop/seminar leader, do not put off questions.*** *If a question is asked that may be answered later in the program, give a quick answer and advise that you will go into more detail during the session on that topic.*

- ***Always repeat the question.*** *There may be someone in the audience who did not hear it.*

- ***Use ample display materials*** *– recent publications on the workshop topic, bulletins, etc.*

- *If the program is more than one day in length, always review material covered the day before to tie in new information and to reinforce concepts.*

- ***Offer a well-balanced workshop.*** *Too much theory without an opportunity for hands-on experiences will become boring and you may "lose" your audience. Cover the essential points of the concept, make certain that it is understood, and allow time for application.*

- ***Start on time, stay on time, and end on time.*** *This assures that each session/topic will be covered in an orderly manner and that the workshop will be completed within the scheduled time (as announced). It also avoids the possibility of having one presenter preempt time allotted to another.*

- ***Encourage discussion.*** *The instructor's schedule should allow for discussion and questions and answers, but should avoid time-consuming digressions.*

- *Be well prepared. This gives you the confidence you need as an instructor, assures you of a good workshop, and deters adverse criticisms.*

EVALUATING THE ACTIVITY

Ideally, evaluation of a professional development activity is an ongoing process. It begins with the first session and ends several weeks after the attendees return to their own shops and have had a chance to put into practice what has been learned.

The success of the workshop may be assessed in several ways:

1. Spontaneous verbal critiques from individuals or small groups (these can usually be overheard during the rest breaks, at lunch or dinner, or may be elicited by the instructor);

2. Formal, written appraisals from the entire group at the end of each day or at the conclusion of the workshop;

3. The entire group may be asked to make verbal assessments after some or all of the activities;

4. Formal, written appraisals from the attendees several weeks after the workshop, indicating the extent to which the workshop learning was applied on the job; or

5. A debriefing with the instructors at the conclusion of the workshop.

Evaluations tell you not only how well you did and what the participant reactions are; they also provide intelligence on needed revisions in the workshop design.

If a written evaluation is to be used, the instrument should be designed so that it elicits from the participants enough information from which a valid analysis of the workshop can be made. Such an instrument should not and need not require you to be a whiz at statistics. A well structured instrument that requires the use of descriptive language in responding to the questions may provide you more data than a checklist or a scale (see ***Exhibits F*** and ***G***).

Evaluations are significant. They are, as a rule, good indicators of the success of a workshop — or its failure.

Exhibit F

AIDP PROFESSIONAL DEVELOPMENT WORKSHOP

– Participant Feedback –

We would appreciate your written comments and evaluation of this workshop.

1. Were the objectives of the workshop clearly understood? ☐ Yes ☐ No ☐ Somewhat

2. In your opinion, were the objectives of the workshop attained? ☐ Yes ☐ No ☐ Somewhat

3. What, in your opinion, were the highlights of the workshop? _____

_____

_____

4. What, in your opinion, were the low points? _____

_____

_____

5. Were the level and pace of the workshop geared to your present level of understanding and need for information? ☐ Yes ☐ No ☐ Somewhat

6. Was sufficient opportunity provided for questions, answers, and participant interaction? ☐ Yes ☐ No ☐ Somewhat

7. Was the overall climate or mood of this workshop supportive of your learning? ☐ Yes ☐ No ☐ Somewhat

8. As a result of your participation, did you gain new skills, enhance old ones, or learn new information? ☐ Yes ☐ No If yes, in what areas? _____

_____

_____

9. How will you use the knowledge and skills gained? _____

_____

_____

10. On a scale of 1 (not useful) to 5 (highly useful), how would you rate the overall workshop? Rating _____

11. Additional comments: _____

_____

_____

_____

Optional: Name of Participant _____

Institution Represented _____

Note: Please use the back of this form to request additional information, reprints of any of the materials, or answers to questions.

McM 4/20-21, 1978

Exhibit G

AIDP FUND REPLACEMENT/PHILANTHROPIC RESOURCES WORKSHOP EVALUATION CHECKLIST

We would appreciate your evaluation of the sessions which were conducted as a part of the Fund Replacement/Philanthropic Resources Workshop. Please rate each session on a scale of 5 to 1 (5 – Highly Useful and Applicable; 4 – Useful and Interesting; 3 – Of Interest but Not of Use in My Area; 2 – Not Applicable; 1 – Of No Use at All).

A.

	5	4	3	2	1
1. Philanthropy: The American Art of Support					
2. Institutional Commitment to Development					
3. Your Case for Support					
4. Leadership: The Key Ingredient in Successful Fund Raising					
5. The Sources of Support – Private/ Public					
6. Cash Is Not the Only Way					
7. Practicum – Group Discussions					
8. Don't Forget to Say "Thank You"					
9. Endowment: Its Meaning and Relationship to Institutional Viability					
10. The Management of Endowment					

B. Please respond to the following:

1. Which session would you prefer to have had more emphasis on?

   _____

2. Are there any follow-up activities that you would like to see?

   _____

   _____

3. What, if anything, could have been done to improve the Fund Replacement/ Philanthropic Resources Workshop?

   _____

   _____

C. Comments:

Optional: Name of Participant _____

Institution Represented _____

1/11 – 12/77

SELECTED REFERENCES

Davis, Larry N. and McCallon Earl. ***Planning, Conducting, Evaluating Workshops.*** Austin, Texas: Learning Concepts, 1976.

Dean and Director, Bureau of Business and Technology, Inc., New York, New York.

APPENDIX A

CLASSIFIED STAFF

CAREER LADDER

FOR

SEATTLE COMMUNITY COLLEGE DISTRICT VI

Prepared under an Advanced Institutional Development Program Grant, United States Office of Education, Department of Health, Education, and Welfare, # OEG-0-74-1056 and #G00-75-01667 through District VI Staff Development Program with assistance from Sally Schumacher and Sally Oberlin, Career Development Consultants, and Susan Hutchins, Layout and Design.

CAREER LADDER GUIDE

This guide is intended to help classified staff set career goals and objectives within the Seattle Community College District. The career ladder charts show the range of job opportunities available within the district. Each is keyed according to the minimum qualifications required. In this way, employees who are making career plans will be able to tell quickly and easily what qualifications are needed to move sideways within a career ladder, to move up a career ladder, or to move between ladders.

To use the guide, look at the key and find the level of education, training and/or experience you now have. For example, if you are a high school graduate with 6 months of specific experience, your code would be: 2=high school graduate, and B=6 months specific experience. Since larger numbers or higher letters of the alphabet show more education or experience, you would be eligible for any position requiring the qualifications 1-2 or A-B. If you are currently a Secretary I and are interested in eventually moving to an Administrative Assistant A position, you would refer to the Career Ladder for that position. By looking at the key, you find that the minimum qualifications are:

1. 2,G—high school graduation (2) plus 4 years of additional experience (G) or

2. 9,E—2 years of college or vocational school courses (9) plus 2 years or additional experience (E), or

3. 11,C—3 years of college (11) and 1 year additional experience (C).

This means there are three alternate ways to reach your career goal. Requirements for many positions allow experience to be substituted for education or vice versa. This is also noted in the key. For the number of jobs throughout the district, look up the specific job in the ***Campus and District Job Locations*** (page 9).

The career ladder guide is designed to give you a general idea of the basic requirements for each position. Once you have found a position that interests you, it is advisable to refer to the specific job description in the HEP Board Book for a more in-depth description of the necessary qualifications.

By using the career ladder guide and accompanying job description sheets, you can easily discover:

a. the minimum qualifications for each position within the district

b. the number of positions in that category available at each location within the district and the total number of positions and

c. the salary level for each position (page 12).

With this information, you will be able to make career plans that are both realistic and achievable.

QUALIFICATIONS KEY

Education

1 Ability to Read and Write
2 High School Graduate or GED
3 Completion of Apprenticeship
4 Journeyman Status
5 Completion of a Specific on-the-job Training Program
6 Completion of Vocational Training or Commercial Courses
7 Six semester hours of college level coursework in specific area
8 Thirty quarter hours in specific area
9 Two years' college or vocational
10 AA Degree
11 Three years' college
12 Four years' college
13 BA or BS degree
14 BA/BS in specific area
15 MA in specific area
16 MA including five quarter hours in specific area

Experience

A Previous experience in a specific area
B Six months' experience in a specific area
C One year experience in a specific area
D One and a half years' experience in a specific area
E Two years' experience in a specific area
F Three years' experience in a specific area
G Four years' experience in a specific area
H Five years' experience in a specific area

J One year supervisory experience
K Two years' supervisory experience
L Three years' supervisory experience
M Four years' supervisory experience

A-2

Substituting Education for Experience

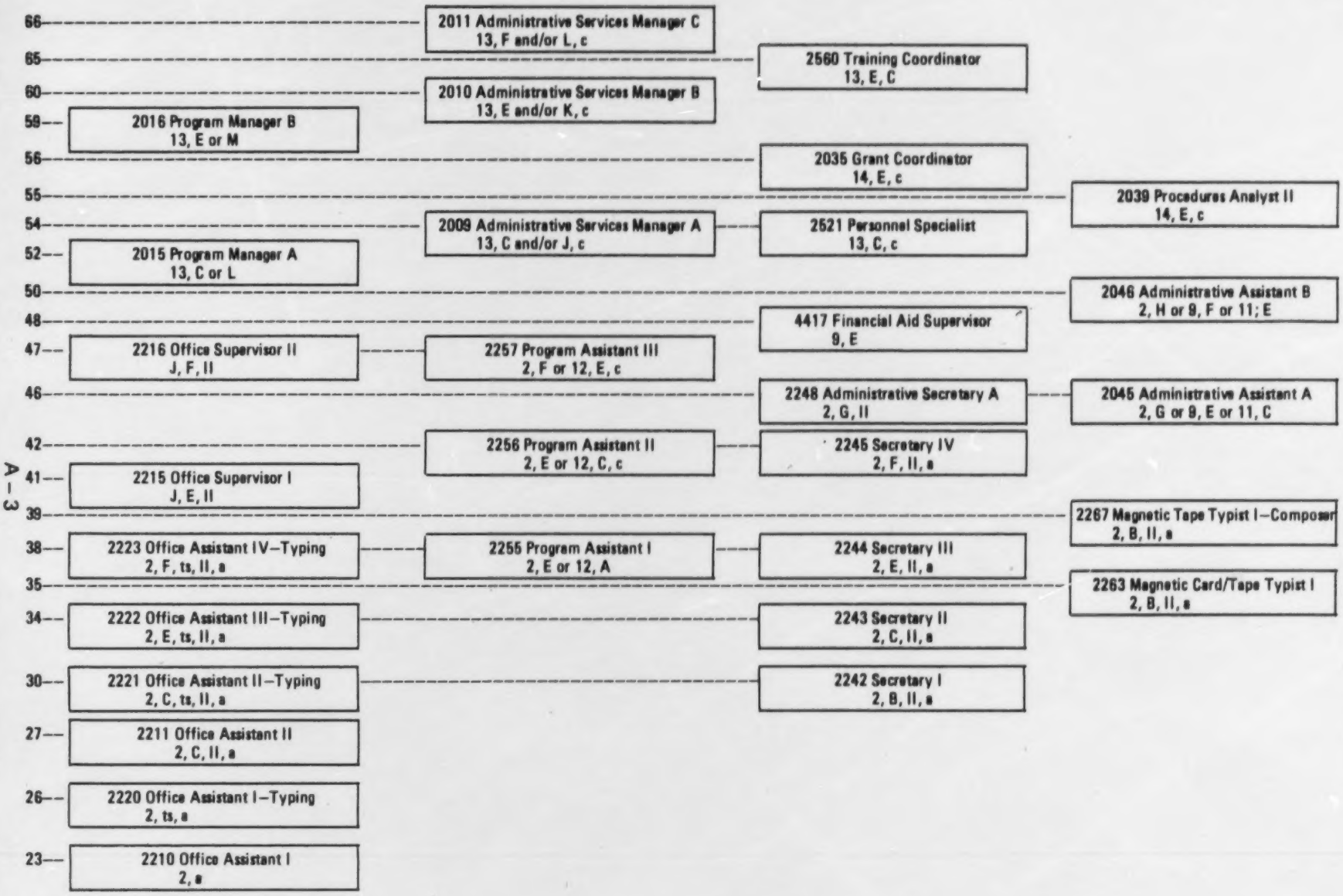
I Six semester hours education may substitute for experience or vocational training
II College training can substitute for specific experience
III CLEP credits can substitute for experience
IV MA can substitute for some experience

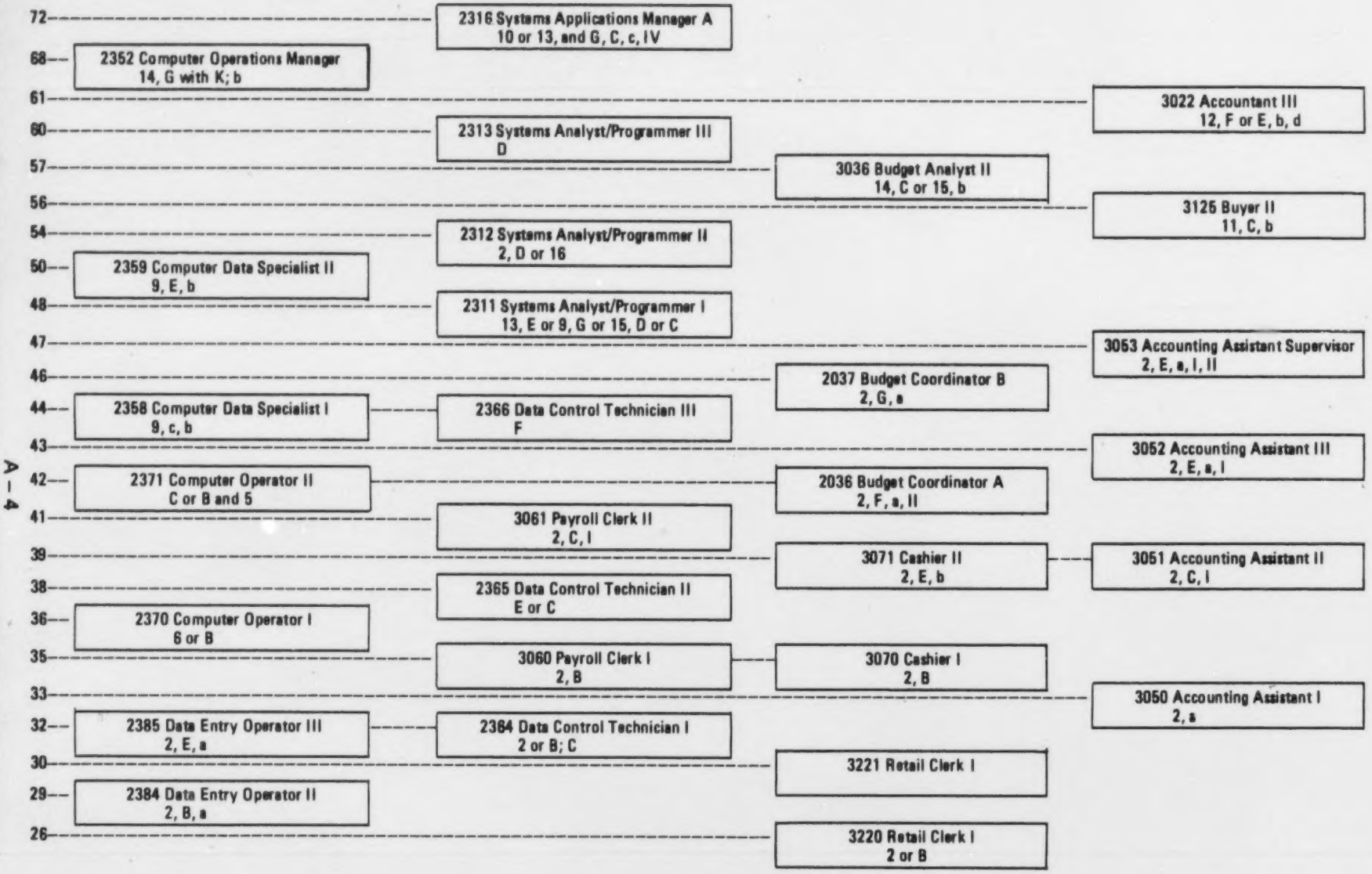
Substituting Experience for Education

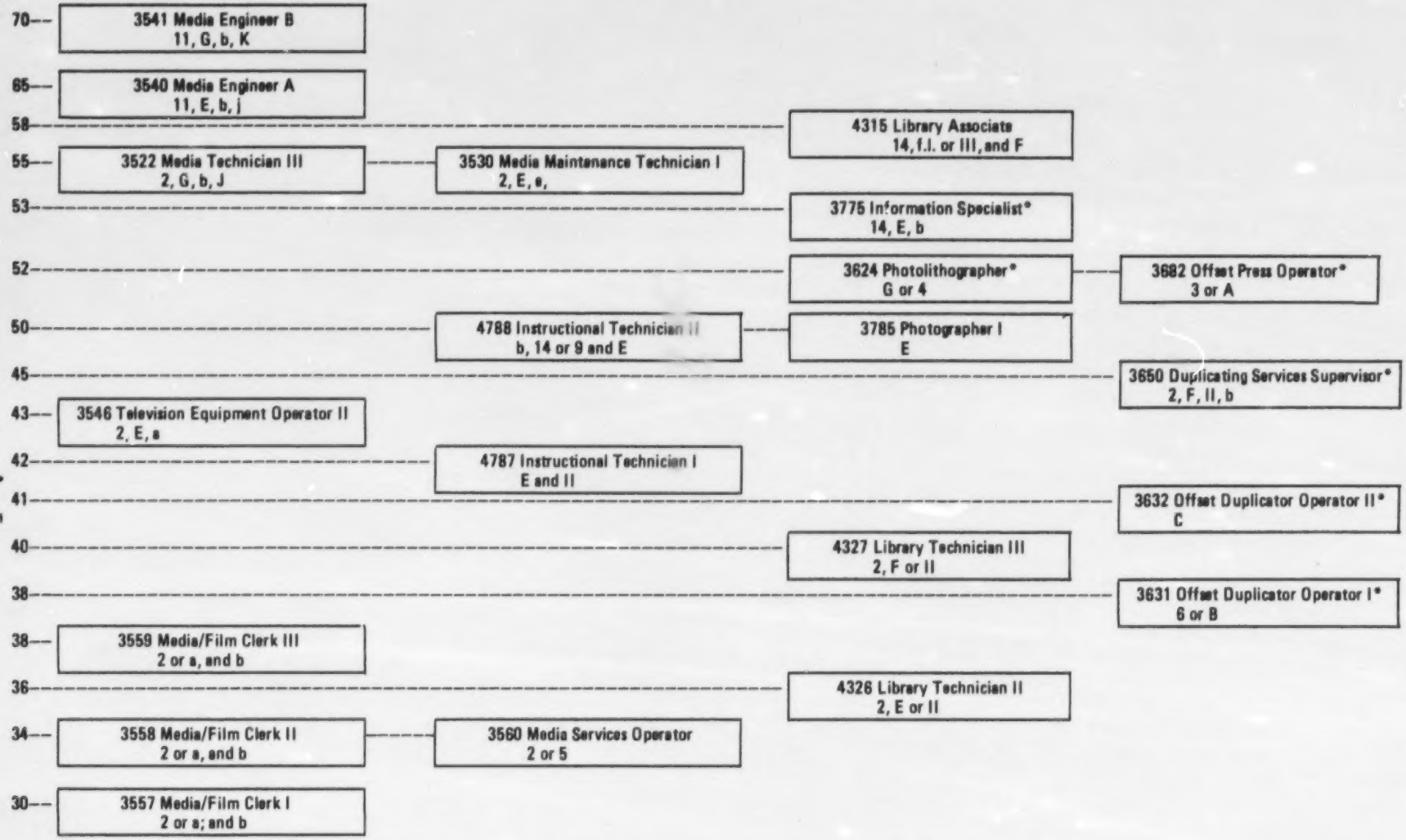
a Six months additional experience can be substituted for education
b Year-to-year experience may substitute for education
c Specific experience may substitute for education
d CPA can substitute for all educational requirements

Other Training or Skills

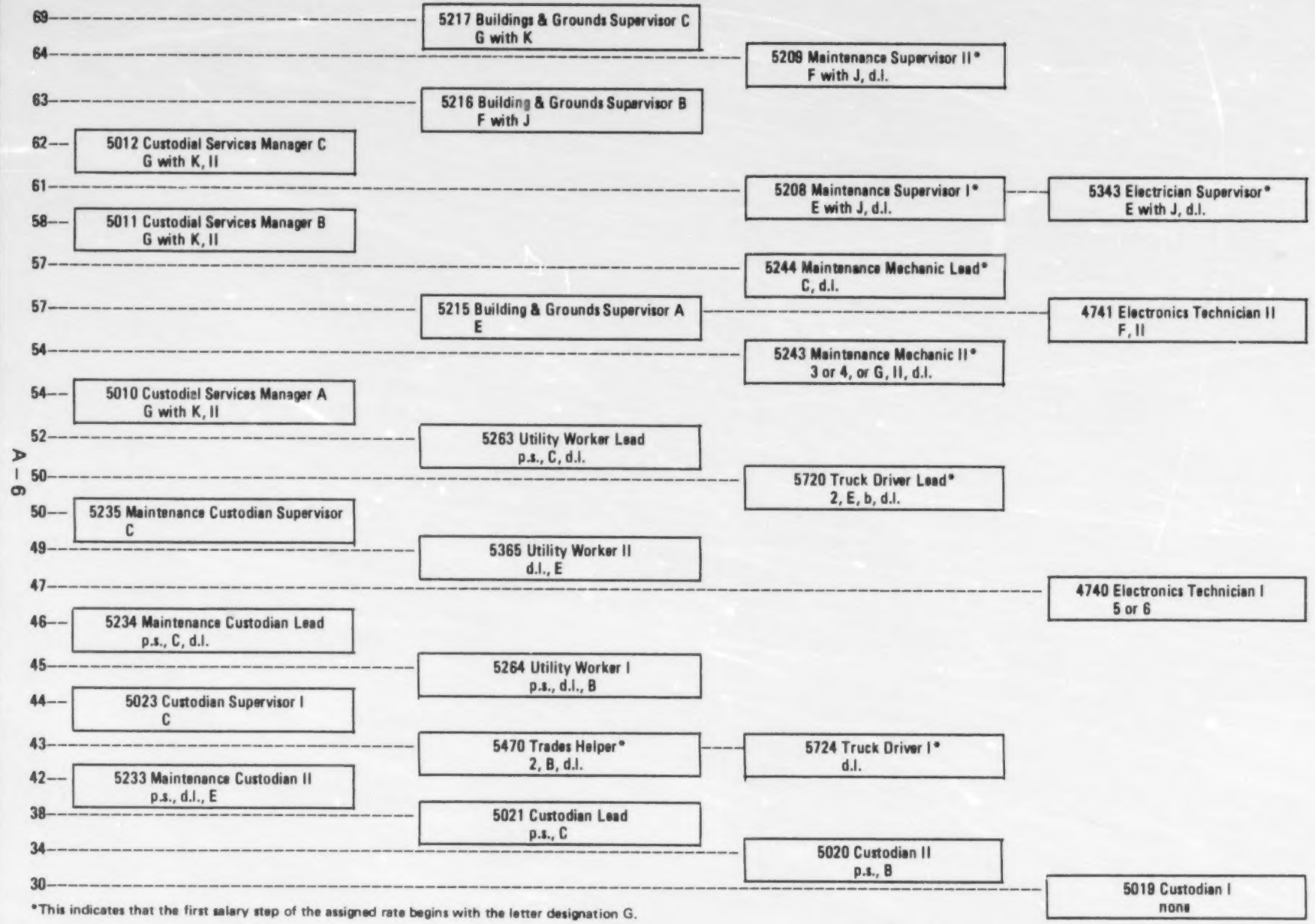
p.s. Physical stamina
cit. Must be a U.S. Citizen
21 Must be at least 21 years of age
V Must be a Veteran
t.s. Must have typing skills
f.h. Must have a Food Handler's permit
d.l. Must have a valid Driver's license
l.a. Must have a Landscape Architect's certification
n.f.c. No felony convictions
f.l. Fluency in Foreign language


66
2011 Administrative Services Manager C
13, F and/or L, c
65
2560 Training Coordinator
13, E, C
60
2010 Administrative Services Manager B
13, E and/or K, c
59
2016 Program Manager B
13, E or M
56
2035 Grant Coordinator
14, E, c
55
2039 Procedures Analyst II
14, E, c
54
2009 Administrative Services Manager A
13, C and/or J, c
2521 Personnel Specialist
13, C, c
52
2015 Program Manager A
13, C or L
50
2046 Administrative Assistant B
2, H or 9, F or 11; E
48
4417 Financial Aid Supervisor
9, E
47
2216 Office Supervisor II
J, F, II
2257 Program Assistant III
2, F or 12, E, c
46
2248 Administrative Secretary A
2, G, II
2045 Administrative Assistant A
2, G or 9, E or 11, C
42
2256 Program Assistant II
2, E or 12, C, c
2245 Secretary IV
2, F, II, a
41
2215 Office Supervisor I
J, E, II
39
2267 Magnetic Tape Typist I—Composer
2, B, II, a
38
2223 Office Assistant IV—Typing
2, F, ts, II, a
2255 Program Assistant I
2, E or 12, A
2244 Secretary III
2, E, II, a
35
2263 Magnetic Card/Tape Typist I
2, B, II, a
34
2222 Office Assistant III—Typing
2, E, ts, II, a
2243 Secretary II
2, C, II, a
30
2221 Office Assistant II—Typing
2, C, ts, II, a
2242 Secretary I
2, B, II, a
27
2211 Office Assistant II
2, C, II, a
26
2220 Office Assistant I—Typing
2, ts, a
23
2210 Office Assistant I
2, a

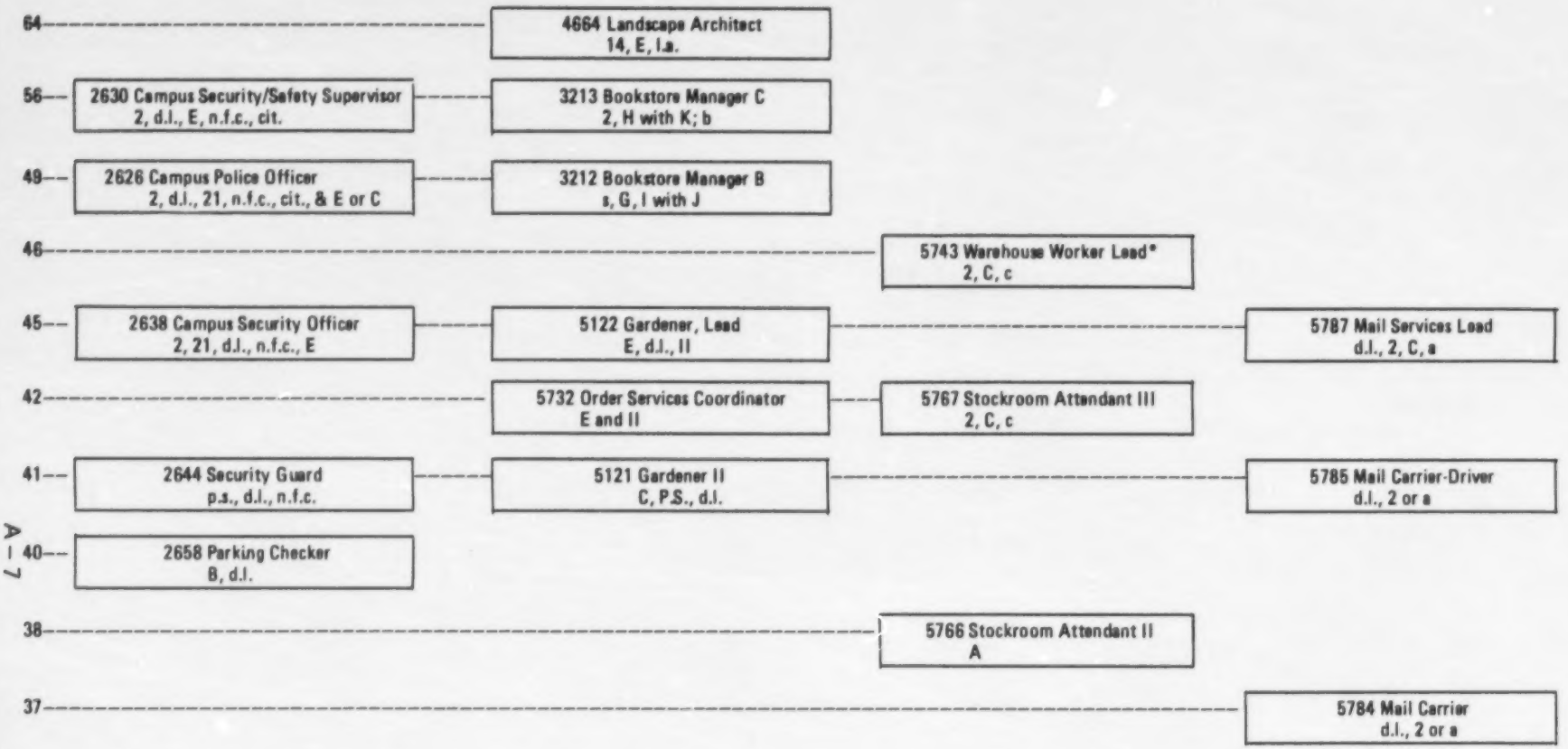

72
2316 Systems Applications Manager A
10 or 13, and G, C, c, IV
68
2352 Computer Operations Manager
14, G with K; b
61
3022 Accountant III
12, F or E, b, d
60
2313 Systems Analyst/Programmer III
D
57
3036 Budget Analyst II
14, C or 15, b
56
3126 Buyer II
11, C, b
54
2312 Systems Analyst/Programmer II
2, D or 16
50
2359 Computer Data Specialist II
9, E, b
48
2311 Systems Analyst/Programmer I
13, E or 9, G or 15, D or C
47
3053 Accounting Assistant Supervisor
2, E, a, I, II
46
2037 Budget Coordinator B
2, G, a
44
2358 Computer Data Specialist I
9, c, b
2366 Data Control Technician III
F
43
3052 Accounting Assistant III
2, E, a, I
42
2371 Computer Operator II
C or B and 5
2036 Budget Coordinator A
2, F, a, II
41
3061 Payroll Clerk II
2, C, I
39
3071 Cashier II
2, E, b
3051 Accounting Assistant II
2, C, I
38
2365 Data Control Technician II
E or C
36
2370 Computer Operator I
6 or B
35
3060 Payroll Clerk I
2, B
3070 Cashier I
2, B
33
3050 Accounting Assistant I
2, a
32
2385 Data Entry Operator III
2, E, a
2364 Data Control Technician I
2 or B; C
30
3221 Retail Clerk I
29
2384 Data Entry Operator II
2, B, a
26
3220 Retail Clerk I
2 or B



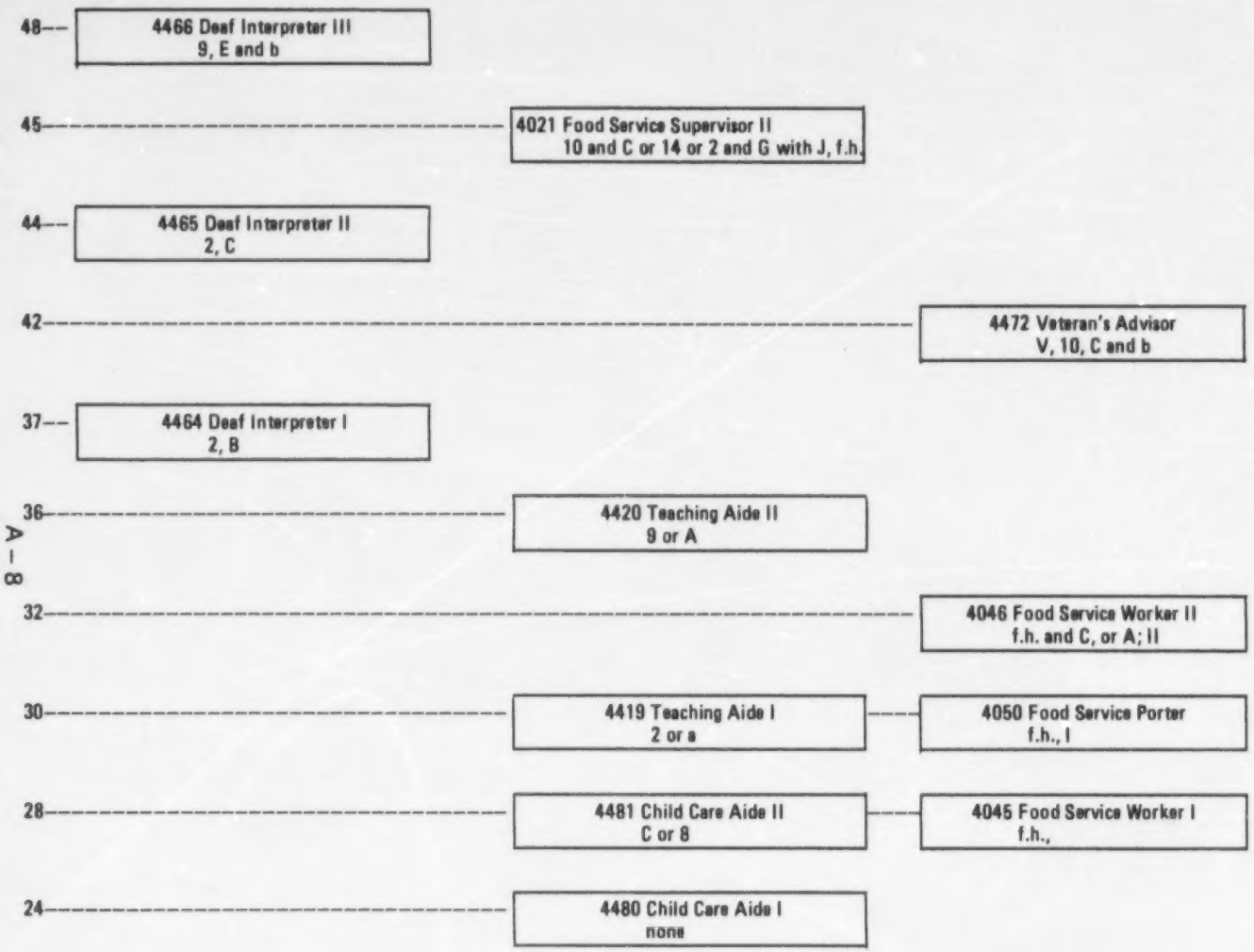
*This indicates that the first salary step of the assigned rate begins with the letter designation G.



*This indicates that the first salary step of the assigned rate begins with the letter designation G.



*This indicates that the first salary step of the assigned rate begins with the letter designation G.


48
4466 Deaf Interpreter III
9, E and b
45
4021 Food Service Supervisor II
10 and C or 14 or 2 and G with J, f.h.
44
4465 Deaf Interpreter II
2, C
42
4472 Veteran's Advisor
V, 10, C and b
37
4464 Deaf Interpreter I
2, B
36
4420 Teaching Aide II
9 or A
32
4046 Food Service Worker II
f.h. and C, or A; II
30
4419 Teaching Aide I
2 or a
4050 Food Service Porter
f.h., I
28
4481 Child Care Aide II
C or 8
4045 Food Service Worker I
f.h.,
24
4480 Child Care Aide I
none

A-8

CAMPUS AND DISTRICT JOB LOCATIONS

Title and Classification #	*Location*				
	Dist.	*Cent.*	*No.*	*So.*	*Total*
Accountant III, 3022	1	0	0	0	1
Accounting Assistant Supervisor, 3053	2	0	0	0	2
Accounting Assistant I, 3050	3	0	0	0	5
Accounting Assistant II, 3051	7	2	0	0	9
Accounting Assistant III, 3052	3	0	1	0	4
Administrative Assistant A, 2045	1	3	1	0	5
Administrative Assistant B, 2046	3	0	2	2	6
Administrative Secretary A, 2248	0	1	½	4	5½
Administrative Secretary B, 2249	0	1	2	1	4
Administrative Services Manager A, 2009	0	0	1	0	1
Administrative Services Manager B, 2010	0	1	0	0	1
Administrative Services Manager C, 2011	0	1	0	0	1
Bookstore Manager B, 3212	0	0	0	1	1
Bookstore Manager C, 3213	0	1	1	0	2
Budget Analyst II, 3036	0	0	0	2	2
Budget Coordinator A, 2036					
Budget Coordinator B, 2037	1	0	0	0	1
Building/Grounds Supervisor A, 5215					
Building/Grounds Supervisor B, 5216					
Building/Grounds Supervisor C, 5217	0	1	1	1	3
Buyer II, 3120	2	0	0	0	2
Campus Police Officer, 2626	0	1	1	0	2
Campus Security Officer, 2638	0	2	0	0	2
Campus Security/Safety Supervisor, 2630	0	1	1	1	3
Cashier I, 3070	0	0	1	0	1
Cashier II, 3071	0	1	1	1	3
Child Care Aide I, 4480	0	½	0	0	½
Child Care Aide II, 4481	0	3	1¼	3/4	5
Computer Data Specialist I, 2358	1	0	0	0	1
Computer Data Specialist II, 2359					
Computer Operations Manager, 2352	1	0	0	0	1
Computer Operator I, 2370	2	0	0	0	2
Computer Operator II, 2371	3	0	0	0	3
Custodial Services Manager A, 6010	0	1	1	1	3
Custodial Services Manager B, 5011					
Custodial Services Manager C, 5012					
Custodial Supervisor I, 5023	0	0	0	1	1
Custodian Lead, 5021	0	0	0	2	2
Custodian I, 5019	0	6	0	1½	7½
Custodian II, 5020	0	6	4	3	13

Title and Classification #	Location				Total
	Dist.	Cent.	No.	So.	
Data Control Technician I, 2364	0	1	1	0	2
Data Entry Operator II, 2384	2½	0	0	0	2½
Data Entry Operator III, 2385	1	0	0	0	1
Deaf Interpreter I, 4464	0	½	0	0	½
Deaf Interpreter II, 4465	0	1	0	0	1
Deaf Interpreter III, 4466	0	3	0	0	3
Duplicating Services Supervisor, 3650					
Electrician Supervisor, 5343	0	1	0	0	1
Electronics Technician I, 4740	0	0	1	0	1
Electronics Technician II, 4741	0	0	1	0	1
Financial Aid Supervisor, 4417	0	1	0	0	1
Food Service Porter, 4050	0	0	0	1	1
Food Service Supervisor II, 4021	0	2	0	3	5
Food Service Worker I, 4045	0	1	0	0	1
Food Service Worker II, 4046	0	1	1	0	2
Gardener II, 5121	0	0	1	0	1
Gardener Lead, 5122	0	0	1	1	2
Grant Coordinator, 2035	0	1	0	0	1
Information Specialist II, 3775	0	1	0	0	1
Instructional Technician I, 4787	0	1¾	0	0	1¾
Instructional Technician II, 4788	0	3½	2¼	1	6¾
Landscape Architect, 4664					
Library Associate, 4315					
Library Technician II, 4326	0	3	0	2	5
Library Technican III, 4327	1	3	2	0	6
Magnetic Card/Tape Typist I, 2263	0	1	0	0	1
Magnetic Tape Typist I, 2267	1	0	0	0	1
Mail Carrier, 5784	1½	0	0	0	1½
Mail Carrier Driver, 5785	0	1	0	0	1
Mail Services Lead, 5787	0	1	0	0	1
Maintenance Custodian Lead, 5234	0	2	3	0	5
Maintenance Custodian Supervisor, 5235	0	0	1	0	1
Maintenance Custodian II, 5233	0	6	5	0	11
Maintenance Mechanic Lead, 5244	0	0	1	1	2
Maintenance Mechanic II, 5243	0	3	1	1	5
Maintenance Supervisor I, 5208	0	1	0	0	1
Maintenance Supervisor II, 5209	0	0	0	1	1
Media Engineer A, 3540					
Media Engineer B, 3541	0	0	1	0	1
Media/Film Clerk I, 3557					
Media/Film Clerk II, 3558	0	1	0	0	1
Media/Film Clerk III, 3559	0	1	0	0	1
Media Maintenance Technician I, 3530	0	1	0	0	1
Media Maintenance Technician III, 3522	0	0	1	0	1
Media Services Operator, 3560	0	1	0	0	1

Title and Classification #	Location				
	Dist.	Cent.	No.	So.	Total
Office Assistant I, 2210	1	0	0	0	1
Office Assistant I–Typing, 2220	0	2	0	0	2
Office Assistant II, 2211	1	4	0	0	5
Office Assistant II – Typing, 2221	0	8	0	1	9
Office Assistant III – Typing, 2222	1	8½	4	2	15½
Office Assistant IV – Typing, 2223	0	0	1	1	2
Office Supervisor I, 2215					
Office Supervisor II, 2216	0	2	3	1	6
Offset Duplicator Operator I, 3631	1	½	0	0	1½
Offset Duplicator Operator II, 3632	0	0	1	0	1
Offset Press Operator, 3682	1	0	0	0	1
Order Services Coordinator I, 5732	1	0	0	0	1
Parking Checker, 2658	0	0	0	2	2
Payroll Clerk I, 3060	2	0	0	0	2
Personnel Specialist I, 2521	1	0	0	0	1
Photographer I, 3785	0	0	½	0	½
Photolithographer, 3624	0	1	0	0	1
Program Assistant I, 2255	2	10¾	4	3	19¾
Program Assistant II, 2256	4	8	2	2½	15½
Program Assistant III, 2257	0	4	1¾	2	7¾
Program Manager A, 2015	1	2¾	0	0	3¾
Program Manager B, 2016	0	2	0	0	2
Procedures Analyst II, 2039	1	0	0	0	1
Retail Clerk I, 3220	0	1	0	0	1
Secretary I, 2242	0	0	½	0	½
Secretary II, 2243	0	4¼	1	3	8¼
Secretary III, 2244	0	2	8½	3	11½
Secretary IV, 2245	3	12	11¼	3½	29¾
Security Guard, 2644	0	0	0	3	3
Stockroom Attendant II, 5766	0	1½	1	7	9½
Stockroom Attendant III, 5767	0	1	0	0	1
Systems Analyst/Programmer I, 2311	1	0	0	0	1
Systems Analyst/Programmer II, 2312	3	0	0	0	3
Systems Analyst/Programmer III, 2313	2	0	0	0	2
Systems Applications Manager A, 2316	1	0	0	0	1
Teaching Aide I, 4419	0	2	0	0	2
Television Equipment Operator II, 3546	0	0	1	0	1
Trades Helper, 5470	0	1	0	0	1
Training Coordinator, 2560	0	1	0	0	1
Truck Driver Lead, 5720	1	0	0	0	1
Truck Driver I, 5724	1	0	0	0	1
Utility Worker Lead, 5263	0	0	1	1	2
Utility Worker I, 5264	0	1	0	1½	2½
Utility Worker II, 5265	0	0	1	0	1
Veteran's Advisor, 4472	0	2	0	0	2
Warehouse Worker II, 5743	0	0	1	0	1

HIGHER EDUCATION PERSONNEL BOARD

SALARY SCHEDULE

Effective July 1, 1977

	STEPS										
Range	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*K*
15	398	409	419	429	440	451	462	474	486	498	510
16	409	419	429	440	451	462	474	486	498	510	523
17	419	429	440	451	462	474	486	498	510	523	536
18	429	440	451	462	474	486	498	510	523	636	549
19	440	451	462	474	486	498	510	523	536	549	563
20	451	462	474	486	498	510	523	536	549	563	577
21	462	474	486	498	510	523	536	549	563	577	592
22	474	486	498	510	523	536	549	563	577	592	606
23	486	498	510	523	536	549	563	577	592	606	622
24	498	510	523	536	549	563	577	592	606	622	637
25	510	523	536	549	563	577	592	606	622	637	653
26	523	536	549	563	577	592	606	622	637	653	669
27	536	549	563	577	592	606	622	637	653	669	686
28	549	563	577	592	606	622	637	653	669	686	703
29	563	577	592	606	622	637	653	669	686	703	721
30	577	592	606	622	637	653	669	686	703	721	739
31	592	606	622	637	653	669	686	703	721	739	757
32	606	622	637	653	669	686	703	721	739	757	776
33	622	637	653	669	686	703	721	739	757	776	796
34	637	653	669	686	703	721	739	757	776	796	816
35	653	669	686	703	721	739	757	776	796	816	836
36	669	686	703	721	739	757	776	796	816	836	857
37	686	703	721	739	757	776	796	816	836	857	878
38	703	721	739	757	776	796	816	836	857	878	900
39	721	739	757	776	796	816	836	857	878	900	923
40	739	757	776	796	816	836	857	878	900	923	946
41	757	776	796	816	836	857	878	900	923	946	969
42	776	796	816	836	857	878	900	923	946	969	994
43	796	816	836	857	878	900	923	946	969	994	1019
44	816	836	857	878	900	923	946	969	994	1019	1044
45	836	857	878	900	923	946	969	994	1019	1044	1070
46	857	878	900	923	946	969	994	1019	1044	1070	1097
47	868	900	923	946	969	994	1019	1044	1070	1097	1124
48	900	923	946	969	994	1019	1044	1070	1097	1124	1152
49	923	946	969	994	1019	1044	1070	1097	1124	1152	1181
50	946	969	994	1019	1044	1070	1097	1124	1152	1181	1211
51	969	994	1019	1044	1070	1097	1124	1152	1181	1211	1241
52	994	1019	1044	1070	1097	1124	1152	1181	1211	1241	1272
53	1019	1044	1070	1097	1124	1152	1181	1211	1241	1272	1304
54	1044	1070	1097	1124	1152	1181	1211	1241	1272	1304	1336

	STEPS										
Range	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*K*
55	1070	1097	1124	1152	1181	1211	1241	1272	1304	1336	1370
56	1097	1124	1152	1181	1211	1241	1272	1304	1336	1370	1404
57	1124	1152	1181	1211	1241	1272	1304	1336	1370	1404	1439
58	1152	1181	1211	1241	1272	1304	1336	1370	1404	1439	1475
59	1181	1211	1241	1272	1304	1336	1370	1404	1439	1475	1512
60	1211	1241	1272	1304	1336	1370	1404	1439	1475	1512	1550
61	1241	1272	1304	1336	1370	1404	1439	1475	1512	1550	1589
62	1272	1304	1336	1370	1404	1439	1475	1512	1550	1589	1628
63	1304	1336	1370	1404	1439	1475	1512	1550	1589	1628	1669
64	1336	1370	1404	1439	1475	1512	1550	1589	1628	1669	1711
65	1370	1404	1439	1475	1512	1550	1589	1628	1669	1711	1754
66	1404	1439	1475	1512	1550	1589	1628	1669	1711	1754	1797
67	1439	1475	1512	1550	1589	1628	1669	1711	1754	1797	1842
68	1475	1512	1550	1589	1628	1669	1711	1754	1797	1842	1888
69	1512	1550	1589	1628	1669	1711	1754	1797	1842	1888	1936
70	1550	1589	1628	1669	1711	1754	1797	1842	1888	1936	1984
71	1589	1628	1669	1711	1754	1797	1842	1888	1936	1984	2034
72	1628	1669	1711	1754	1797	1842	1888	1936	1984	2034	2084
73	1669	1711	1754	1797	1842	1888	1936	1984	2034	2084	2137
74	1711	1754	1797	1842	1888	1936	1984	2034	2084	2137	2190
75	1754	1797	1842	1888	1936	1984	2034	2084	2137	2190	2245
76	1797	1842	1888	1936	1984	2034	2084	2137	2190	2245	2301
77	1842	1888	1936	1984	2034	2084	2137	2190	2245	2301	2358
78	1888	1936	1984	2034	2084	2137	2190	2245	2301	2358	2417
79	1936	1984	2034	2084	2137	2190	2245	2301	2358	2417	2478
80	1984	2034	2084	2137	2190	2245	2301	2358	2417	2478	2540
81	2034	2084	2137	2190	2245	2301	2358	2417	2478	2540	2603
82	2084	2137	2190	2245	2301	2358	2417	2478	2540	2603	2668
83	2137	2190	2245	2301	2358	2417	2478	2540	2603	2668	2735
84	2190	2245	2301	2358	2417	2478	2540	2603	2668	2735	2803
85	2245	2301	2358	2417	2478	2540	2603	2668	2735	2803	2873
86	2301	2358	2417	2478	2540	2603	2668	2735	2803	2873	2945
87	2358	2417	2478	2540	2603	2668	2735	2803	2873	2945	3019
88	2417	2478	2540	2603	2668	2735	2803	2873	2945	3019	3094
89	2478	2540	2603	2668	2735	2803	2873	2945	3019	3094	3172
90	2540	2603	2668	2735	2803	2873	2945	3019	3094	3172	3251

NOTE: Compensation Plan designates Range C, E, or G for certain classes. This indicates that the first salary step of the assigned range begins with the respective letter designation (C, E, or G).

APPENDIX B

A BIBLIOGRAPHY OF BOOKS AND ARTICLES ON PROFESSIONAL DEVELOPMENT AND RELATED TOPICS

A BIBLIOGRAPHY OF BOOKS AND ARTICLES ON PROFESSIONAL DEVELOPMENT AND RELATED TOPICS

Behm, Robert, and others. *Accentuating the Professional Role of Part-Time Faculty*. 1977. (ED 143 401)

Outline of model would be of value to anyone seeking to develop a comprehensive faculty development system for part-time faculty.

Claxton, Charles S. *Comprehensive Staff Development in the Community College: Implications for the Office of Institutional Research and Planning*. April, 1977. (ED 136 857)

Cohen, Arthur M. *Confronting Identity: The Community College Instructor*. Englewood Cliffs, N.J., Prentice-Hall, 1972.

Cohen, Arthur M. "Educating Teachers for New Times," *Change*, Vol. 8. (September, 1976), pp. 54–55.

Specific recommendations are made for preparing doctoral graduates to work in Community and Junior colleges.

The Conference on Questions and Issues in Planning Community College Staff Development, 1974. *Proceedings*, ed. James O. Hammons, University Park, Pa., Center for the Study of Higher Education. Pennsylvania State University, 1975.

Doi, James I., ed. *Assessing Faculty Effort*. San Francisco: Jossey-Bass, Inc., New Directions for Institutional Research, No. 2, Summer 1974.

Faculty and Staff Development Manual for South Carolina Technical Education System, July 1, 1975. (ED 138 311)

Included in this manual are policies defining faculty and staff development, its purposes and participants; guidelines and procedures for institutions in the areas of program design, program activities, evaluation planning and budgeting, and administrative and operational guidelines. Appendices contain program proposal and reporting documents, a glossary with faculty and staff development terms, and a checklist for assessing institutional professional development needs or for conducting individual self-evaluations.

Faculty Development in the Junior College. AAJC Program with Developing Institutions, Publication No. 10, August, 1970.

Foresi, Joseph. *Administrative Leadership in the Community College*. Jericho, New York: Exposition Press, 1974.

Gallattscheck, James F. et. al. *College Leadership for Community Renewal: Beyond Community-based Education*. 1976. (ED 142 245)

The authors present the "community renewal college" concept. Such colleges would offer courses, programs and activities that correspond to specific local needs; seek out and motivate people who can benefit from these programs; utilize the latest knowledge about lifelong learning, competency based education, and other forms of nontraditional instruction; and work closely with established groups, businesses, agencies, and associations in the community to bring about social and individual change. This is a source-book for institutions wishing to become more community-oriented.

Hammons, James O. and Terry H. Smith Wallace. "Staff Development Needs of Public Community College Department/Division Chairpersons," *Planning and Changing*, Vol. 7 (February 1976), pp. 97-112.

Heermann, Barry. *Changing Managerial Perspectives*. San Francisco: Jossey-Bass, Inc., 1976.

Jaggard, Sharon B. "A Faculty Monocles: Accolades and Heartaches." *New Directions for Community Colleges*, (spring, 1977). Vol. 5, pp. 1-11.

Describes the personal experiences of an instructor who went through an instructional evolutionary process from traditional teaching methods to more innovative means of instruction.

Johnston, Archie B. *Evaluation of Administrators*, April, 1977. (ED 136 858)

It is noted that there are essentially two possible purposes for administrative evaluation: to increase the efficiency of the college or to evaluate the strengths and weaknesses of the incumbent administrator. Use of standardized rating instruments is not suggested. Paper recommends that each administrator develop a series of short- and long-range objectives and the means by which he plans to reach them. This activity should be performed in cooperation with his immediate superior, who should be his eventual rator.

King, Maxwell and Robert L. Breuder. *President-Trustee Relationships: Meeting the Challenge of Leadership. A Case Approach to Functional and Dysfunctional Assumptions and Techniques*. 1977. (ED 142 271)

Lavrakas, Lefteris. *A Case of Staff Development in the Californic Community College System*. 1977. (ED 142 255)

Using Kurt Lewin's concept of a "dynamic balance of forces," the firection and strength of change tendencies related to staff development in California community colleges were identified through force-analysis. The forces of heritage/tradition, awareness, money, organizational climate, time, reward system, and formal system were examined for their positive or negative effects on staff development efforts through a survey of the perceptions of community college Deans of Instruction.

Lombardi, John. ***Part-Time Faculty in Community Colleges.*** Topical Paper No. 54, Los Angeles, California: ERIC Clearinghouse for Junior Colleges, (December, 1975).

O'Banion, Terry. ***Teachers for Tomorrow.*** University of Arizona Press, Tucson, Arizona, 1973.

Smart, John C. and James R. Montgomery. ***Examining Departmental Management.*** San Francisco: Jossey-Bass, Inc., 1976. New Directions for Institutional Research. Series No. 10, summer, 1976.

Wallace, Terry H. Smith, "The Staff Development Committee: A Model for Instructional Change," ***New Directions for Community Colleges***, Vol. 5 (Spring, 1977), pp. 65–74.

Wiedman, Wilbur A., Jr. ***The Effects of Short Term Interventions on a Community College Division Chairperson***, April, 1977. (ED 138 321)

A team of external consultants utilized short term intervention techniques with a community college's division chairperson in order to enhance the chairperson's managerial effectiveness. A survey of division faculty members was used to obtain a measurement of the organization and the leadership style of the chairperson.

APPENDIX C

A FOUNDATION BIBLIOGRAPHY

A FOUNDATION BIBLIOGRAPHY

Annual Register of Grant Support, 1976 – 1977. 10th edition. Chicago: Marquis Academic Media, 1976.

Philanthropic Foundations in the United States: A Brief Description. New York: The Foundation Center, 1969.

The Foundation Center Source Book 1975/76. New York: Columbia University Press.

The Foundation 500: an Index to Foundation Giving Patterns. New York: Foundation Research Service, 1975.

The Foundation Directory, 4th edition. New York: Columbia University Press, 1971.

Weaver, Warren. *U.S. Philanthropic Foundations.* New York: Harper & Row, 1967.

Nielsen, Waldeman A. *The Big Foundations.* New York: Columbia University Press, 1967.

APPENDIX D

POTENTIAL FUNDING SOURCES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

POTENTIAL FUNDING SOURCES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

A representative listing of foundations and corporations that may be potential funding sources for professional development activities.

Lilly Endowment, Inc.
2801 North Meridian Street
Indianapolis, Indiana 46208
(317) 924-5471

W. H. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016
(616) 965-1221

Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022
(212) 371-3200

Exxon Education Foundation
111 West 49th Street
New York, New York 10020
Program: Educational Research and Development Grants
Program: IMPACT

Ford Foundation
320 East 43rd Street
New York, New York 10017
(212) 523-5000
Program: Education and Research Grants

Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 63105
(314) 862-6200

General Electric Foundation
1285 Boston Avenue
Bridgeport, Connecticut 06602
(203) 334-1012 ext. 2660
Program: General Electric Foundation Grants

National Science Foundation
1800 G Street, N.W.
Washington, D. C. 20550
(202) 282-7754
Program: College Faculty Workshops

New York Foundation
4 West 58th Street
New York, New York 10019
(212) 352-8440

The Hazen Foundation
400 Prospect Street
New Haven, Connecticut 06511
(203) 865-8824

Spencer Foundation
875 North Michigan Avenue
Chicago, Illinois 60611
(312) 337-7000

PROFESSIONAL DEVELOPMENT PROGRAM
ACTIVITY BUDGET

ACTIVITY:	DATE(S)		
ESTIMATED COSTS		**SUBTOTALS**	**TOTALS**
1. Consultant/speaker fees			
a) _____	$ _____		
b) _____	$ _____		
c) _____	$ _____		
d) _____	$ _____		
		$	
2. Staff (if paid from PDP revenue)			
a) _____	$ _____		
b) _____	$ _____		
c) _____	$ _____		
d) _____	$ _____		
		$	
3. Resource materials/aids			
a) _____	$ _____		
b) _____	$ _____		
c) _____	$ _____		
d) _____	$ _____		
		$	
4. Promotional materials			
a) _____	$ _____		
b) _____	$ _____		
c) _____	$ _____		
d) _____	$ _____		
		$	
5. Travel for staff/consultants/speakers			
Mode **No.**			
a) _____ _____	$ _____		
b) _____ _____	$ _____		
c) _____ _____	$ _____		
d) _____ _____	$ _____		
		$	
6. Accommodations (if paid from PDP revenue)			
Room Type **No.**			
a) _____ _____	$ _____		
b) _____ _____	$ _____		
c) _____ _____	$ _____		
d) _____ _____	$ _____		
		$	
7. Facility			
a) Meeting rooms	$ _____		
b) Hospitality suite	$ _____		
c) Gratuities	$ _____		
d) Other	$ _____		
		$	

PROFESSIONAL DEVELOPMENT PROGRAM
ACTIVITY BUDGET

	SUBTOTALS	TOTALS
8. Food and Refreshments		
Meals — No. Served		
a) _____ _____ $ _____		
b) _____ _____ $ _____		
c) _____ _____ $ _____		
d) _____ _____ $ _____		
Refreshments — Quantity		
a) _____ _____ $ _____		
b) _____ _____ $ _____		
c) _____ _____ $ _____		
d) _____ _____ $ _____		
Gratuities		
a) _____ _____ $ _____		
b) _____ _____ $ _____	$	$
FINANCIAL RESOURCES		
1) From operating budget $ _____		
2) From participants $ _____		
3) From foundations and contracts $ _____		
4) Other $ _____	$	$
BUDGET BALANCE		$

APPROVED:

_____ Date _____
(Professional Development Coordinator)

_____ Date _____
(Person to whom coordinator reports)

_____ Date _____
(Business Officer)

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 2 [illegible]

CLEARINGHOUSE FOR
JUNIOR COLLEGES